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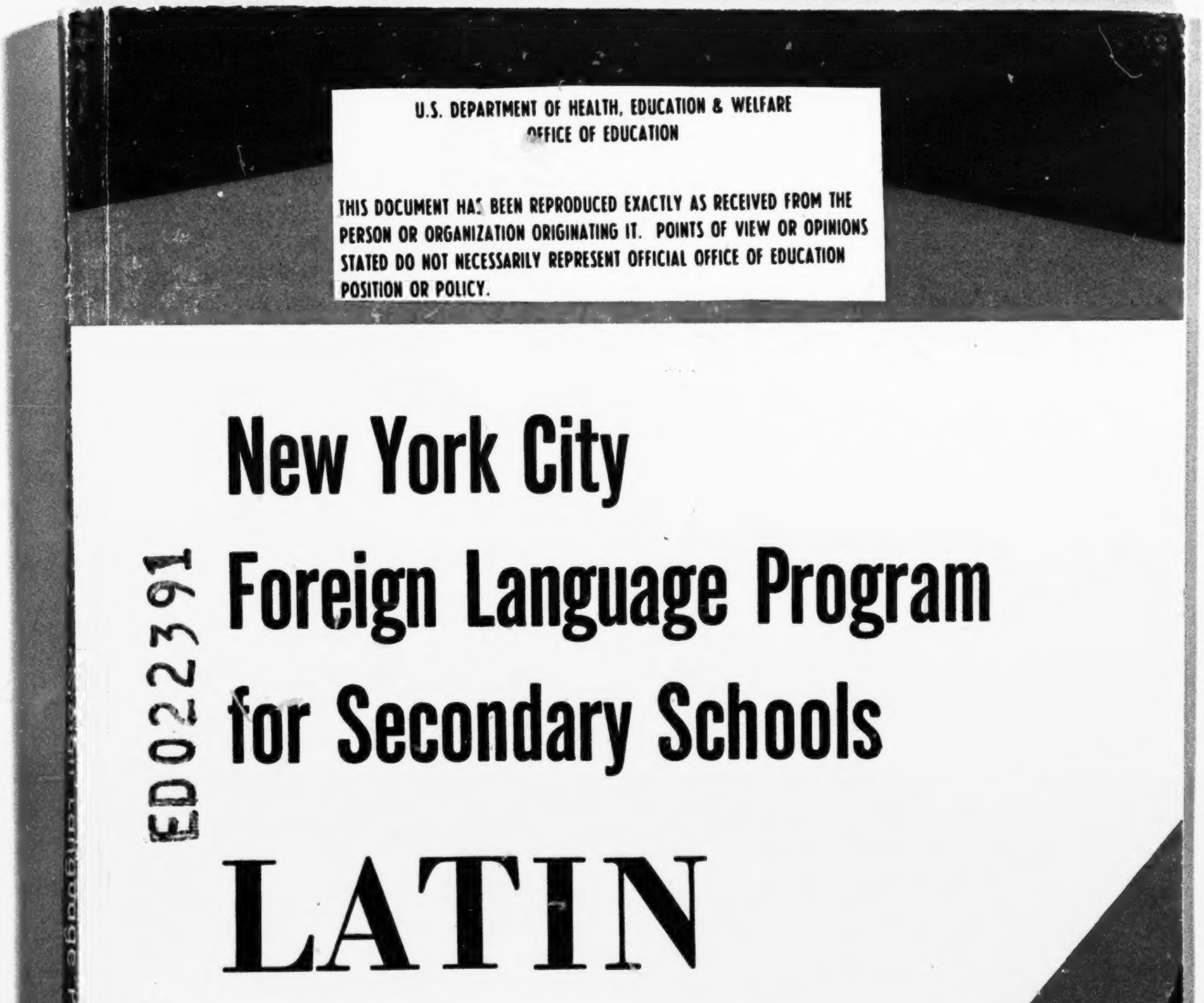
This curriculum guide sets forth the objectives, content, methods, and scope of Latin instruction for each level of a four-level sequence in the secondary schools of New York City. It is a revision of experimental bulletins in use since 1962. Suggestions are made for the teaching of vocabulary and idiom, grammar and forms, derivation, drill, memorization, reading (with pertinent materials listed), writing and culture. Criteria for textbook selection and discussions of audiovisual resources, testing, and evaluation are presented. Briefer attention is given to the Advanced Placement Program, team teaching, and programed instruction. A bibliography contains general and specific references. (AF)



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New York City
Foreign Language Program
for Secondary Schools

LATIN

Levels 1-4

FL 000 885

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FOREWORD

This publication, *New York City Foreign Language Program for Secondary Schools: Latin, Levels I-IV,* is the outgrowth of a comprehensive foreign language program of curriculum development, evaluation, and revision.

The publication is intended as a guide to teachers and supervisors in teaching the fundamental language skills, in adapting audio-lingual techniques to the teaching of Latin, and in developing an appreciation and understanding of the culture and background of Rome.

In presenting this bulletin, we express deep appreciation to members of the New York City school staff and of the academic community who assisted in its production.

SEELIG L. LESTER
Deputy Superintendent of Schools
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January, 1968

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At various stages of its development the bulletin, which was an outgrowth of the Foreign Language Revision Program initiated under Theodore Huebener, former Director of Foreign Languages, benefited from the guidance and counsel of Helene M. Lloyd, Assistant Superintendent, Office of the Superintendent of Schools; David A. Abramson, Assistant Director, Bureau of Curriculum Development; Martha R. Finkler, Acting Associate Superintendent, now retired; the late Deputy Superintendent, Joseph O. Loretan; and the late Jacob H. Shack, Assistant Superintendent.

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A program of this type enlists the cooperation of hundreds of teachers in making suggestions and in trying out, reviewing, and evaluating materials. Many staff members devoted all or a substantial block of their time to some phase of the production program. The lists which follow reflect their contributions:

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INTRODUCTION

Until the 19th century the study of Latin, and Greek too, was the traditional core of the curriculum in the schools and colleges of the Western world. Educators deemed it their chief concern to preserve and transmit the rich legacy of Greece and Rome — in language, law, literature, the arts, the sciences, philosophy, and religion.

"But the democratization of educational opportunities and the demand for more practical subjects have tended little by little to crowd the classics out of the curriculum."[1] And the relegation of the study of ancient history to a minor role in our schools leaves Latin the one subject in which the student can make more than a passing acquaintance with our classical heritage. The more thoughtful educators and thinkers of today are convinced, however, that concentration on vocational and specialized studies, to the exclusion of those that nourished the minds of the great statesmen of Europe and the framers of our Constitution, tends to narrow and impoverish the minds of the young.

Teachers of English and modern foreign languages are becoming more and more aware of the great value of Latin for developing a sounder and firmer understanding of these languages. Playwrights, novelists, artists, and scholars give daily evidence of the strong, vitalizing influence exerted by the heritage of Greece and Rome.

The study of Latin provides not only a first hand contact with Greco-Roman culture, but also the opportunity of developing a sound knowledge of language structure and an extensive vocabulary. "Through study of the Latin language there is unlimited opportunity to achieve valuable linguistic goals, a deeper and better understanding of English . . . Through study of Latin grammar, students can be given a clearer, more functional view of English grammar . . . Through study of Latin vocabulary, they are provided with keys to the meaning of English words. The student's English vocabulary will be enriched by knowledge of the origin and the composition of words and the history of their meaning. Translation provides unexcelled exercise in English composition."[2]

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[1] *Syllabus in Latin,* The New York State Department of Education (Albany, 1956), p. 7.

[2] *Ibid,* p. 13.

PURPOSES AND USES OF THIS BULLETIN

This publication represents the culminating stage of the Latin curriculum project developed as part of the New York City Foreign Language Revision Program for Secondary Schools.

In the course of the revision program, a total of 23 different experimental bulletins appeared from 1962 through 1965 in the form of separate fascicles for five levels of instruction in French and Spanish, and four levels in German, Hebrew, Italian, Latin, and Russian. These bulletins were used experimentally in junior and senior high schools. They were then evaluated by teachers, chairmen, coordinators, and other supervisory personnel, both individually and in committee. On the basis of this evaluation, a number of revisions and editorial rearrangements were made. Finally, all the fascicles dealing with a particular language were combined into a single bulletin for that language.

This bulletin for Latin, Levels I–IV, fulfills the aim stated in 1962 in the first of the experimental bulletins, namely, "to provide our foreign language teachers with a syllabus which is in consonance with the New York State Syllabus, with the new organization affecting foreign languages in the junior high schools, and with the newer audiolingual techniques." It is intended as a guide for teachers in the modern theory and practice of foreign language teaching. The materials presented here will guide teachers in following the scope and sequence of the course content for Levels I–IV and in planning their language and cultural lessons accordingly. Detailed plans and suggestions are offered for using effective techniques in the teaching of reading, in the use of objective aids, and in the constructing of tests and comprehensive examinations.

Foreign language chairmen, supervisors, and coordinators will be guided by this bulletin in promoting articulation, in preparing departmental courses of study, and in orienting teachers to the modern principles and practices of foreign language teaching. Also presented in this bulletin are suggestions which will be of aid to all concerned with supervisory functions, namely, the preparation of teaching and drill materials, the planning of testing programs, the formulating of directives to teachers for pupil orientation to Regents and other comprehensive examinations, and the principles for evaluating methods and outcomes of the entire program of foreign language instruction.

By couching its principles and delineation of topics in the form of suggestions, this bulletin gives considerable leeway to the individual resourcefulness, creativity, and initiative of teachers. This is particularly so in such matters as devising means to sustain pupil interest, making and collecting illustrative and drill materials, and exploiting the full potential of the language laboratory and of classroom electronic equipment.

LEVELS AND GRADES

To clarify references to grades and sequences in a course of study designed to be uniform for both junior and senior high schools, the term *level* is used rather than grade or year. Junior high schools may not always allot as much time per week to the study of a foreign language as do senior high schools. Consequently, the rate of acquisition of subject matter and skills may vary.

By using the system of levels, confusion is eliminated regarding a student's year or grade in school and his stage of advancement in foreign language study (i.e., his level). Furthermore, in the event of changes in school organization, only minor rearrangements of subject matter need be made. Organization by levels also makes possible many schemes of level-grade relationships as between junior and senior high schools. In addition, variations can easily be made to provide acceleration for students who are highly proficient in foreign languages.

AIMS OF LATIN INSTRUCTION

General Aim

"To read Latin literature, the medium through which much of our cultural inheritance has been transmitted, is the primary purpose of Latin study."[1]

Specific Aims

LINGUISTIC AIMS

1. To develop the ability to read and understand Latin.
2. To inculcate an awareness of the linguistic indebtedness of English to Latin. Through vocabulary study (including Latin roots, prefixes, and suffixes), students will gain an insight into the profound influence of Latin upon English. They will thereby enrich their knowledge of the derivation, spelling, and meaning of a countless number of English words.

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[1] *Syllabus in Latin*, The New York State Education Department (Albany, 1956).

3. To teach the art of translation, both oral and written. In transferring the thoughts of such a precise, compact, and literary language as Latin into a new medium, English, the student must choose appropriate English words, distinguish various shades of meaning, and convey the style and spirit of the original. This is an exercise of unexcelled value.
4. To facilitate the understanding of English grammar, which is largely based on Latin grammar.
5. To make the students aware of the influence of Latin upon the Romance languages — Italian, French, Spanish, and Portuguese — in respect to origin, development, and changes.

Cultural Aims

1. To develop an appreciation in the original of some of the world's best literature. Roman poets in particular have left us many literary gems which defy translation.
2. To inculcate an historical perspective and cultural background which will take into account the history, institutions, mythology, and religion of the Roman people. The influence of Roman civilization upon the course of Western civilization will furnish a broader understanding of the social and political problems of the modern world.
3. To provide a better understanding and appreciation of references and allusions in modern writings to classical mythology, traditions, and history.
4. To demonstrate the perennial influence of the Greeks and Romans on modern art, architecture, law, government, science, and philosophy.

Part One:

THE LEVELS OF LATIN INSTRUCTION

LEVELS I and II

AIMS FOR LEVEL I

1. The acquisition of a basic Latin vocabulary of about five hundred words. Mastery of these words should be in context.
2. The recognition and learning in context of forms of high frequency. This means that rarely used forms should be scrupulously avoided, that the active voice should have greater emphasis than the passive, and that the nominative, accusative, and ablative cases should receive more educational time than the genitive and dative.
3. The learning of important grammatical structures in context. The guiding question should always be: "Does the learning of a particular grammatical structure help to clarify for the student the meaning of a sentence?" If not, discard it.
4. The ability to read with understanding simple Latin passages. Literary works, adapted from Roman authors, are preferable to so-called "made" Latin. Texts should be chosen judiciously to meet the needs and interests of adolescents.
5. The memorization of Latin phrases used in English, proverbs, abbreviations, and famous literary quotations.
6. The ability to use Latin as a means of arriving at the meaning of unknown English words of Latin derivation. This implies a knowledge of Latin roots, prefixes, and suffixes.
7. The acquisition of an introductory knowledge of the culture and civilization of ancient Rome.

AIMS FOR LEVEL II

1. A review of the vocabulary of Level I, plus an additional list of about five hundred words found in the reading selections of Level II.
2. The recognition and learning in context of new forms, particularly the subjunctive. This, of course, presupposes a review of the forms learned in Level I.
3. A review of the grammatical structures learned in Level I, plus new structures required in the readings of Level II.

4. The ability to read with ease and confidence Latin authors of moderate difficulty, such as Caesar, Livy, Nepos, Gellius, and Eutropius. It is preferable to adapt "real" Latin to the range of the students' vocabulary and syntax than to present them with so-called "made" Latin.
5. Memorization of quotations from authors studied; state and college mottoes; Latin phrases used in English; proverbs; abbreviations; famous literary quotations.
6. The continued study of word derivation, word formation, and word analysis in Latin, English, and the Romance languages. Particular attention should be given to words of interesting etymology.
7. The acquisition of knowledge connected with the reading of Roman authors of Level II. This would include the life of Julius Caesar, Roman military affairs, the spread of Roman civilization, the geography of ancient times, the history of Rome, mythology, and the influence of famous Romans and their achievements on modern civilization.

GUIDING PRINCIPLES, LEVELS I and II

1. Since the primary goal of Latin study is to read Latin literature, an extensive vocabulary and a sound knowledge of language structures are essential.
2. To insure the development of these skills, the student should be taught the value of perseverance, careful observation, accuracy, and good judgment.
3. The sequence of learning Latin should be listening, speaking, reading, writing.
4. Grammar should be learned functionally, with a maximum of drill, in phrase or sentence groups.
5. The student should, from the start, learn to take in the thought in the order of the Latin, with careful attention to inflectional changes and with judgment suspended until the sentence ends.
6. The cultural aspect of Latin should be integrated with the linguistic aspect.
7. Reading material should be so varied and selected as to provide for different abilities and interests of students. Provision should also be made for both intensive and extensive reading.
8. Latin classics should be studied as part of the general reading and educational experience of students and should be correlated with the subject matter of other departments.
9. Vocabulary study should be integrated with word study in English

and the Romance languages as well as with law, medicine, science, commerce, industry, and the arts.

10. Supplementary reading should be encouraged to provide a broad understanding of ancient life and times and to furnish background to make reading more intelligent.

METHODOLOGY

The educational methods recommended to achieve best results in the teaching of Latin are determined by the aims and guiding principles set forth above. All classroom activities should be planned and directed in such a way as to promote these aims and principles.

Vocabulary, forms, and grammar should never be taught as ends in themselves, but as a means to worthwhile ends. In the study of Latin there is no paucity of rich material. There exist works of outstanding literary merit, a language that serves to enrich our knowledge of English and the Romance tongues, and a culture and civilization worthy of emulation. With such a wealth of excellent material in the hands of a skilled and inspiring teacher, we can insure unflagging interest on the part of the student. Let us, then, turn our attention to a few guiding suggestions in methodology.

Vocabulary Learning

The learning of any foreign language inescapably involves the learning of words. The problem is how should vocabulary be taught. Certainly not as isolated words per se. There are several methods that are far more effective, namely, teaching words: (1) in context; (2) through oral work; (3) by topics; (4) by synonyms; (5) by antonyms; (6) through the study of roots, prefixes, and suffixes; and (7) by showing the similarity of Latin words to words in other languages.

1. In Context

Words taught in context are more natural, convey more meaning, and are better understood than words taught in isolation. Following is a list of ten words in a lesson that the teacher might assign for study:

femina
insula
silva
bona
magna
non

via
puella
est
sunt

These words are best taught through the use of sentences such as the following:

Insula est magna.
Viae non sunt bonae.
Estne silva magna?
Femina et puella bonae sunt.

2. ORAL WORK

Latin was a spoken language not only in antiquity but through the Middle Ages and the Renaissance. From the very beginning the teacher should express orally simple Latin sentences, both for motivation and for the purpose of teaching vocabulary. In this way students will learn directly the meaning of many Latin words without the need of translating. Following are a few examples of oral instruction:

Hic est puer.	Haec est puella.
Ianuam aperio.	Ianuam claudo.
Marcus librum habet.	Pecuniam non habet.
Videsne arborem?	Arborem video.

Through constant drills such as these, students will acquire an active Latin vocabulary without the use of English. Following is a representative list of nouns that lend themselves easily to such treatment:

puer
puella
vir
femina
filius
filia
domus
ager
flumen
mare
navis
insula
caput
corpus
pes
manus
oculus
lingua
mater
pater
frater
soror
luna
sol
dies
nox
aqua
vita
ianua
arbor
liber
terra
urbs
oppidum
populus
via

3. TOPICS

The learning of words by topics or groupings is conducive to better retention. Several examples of topical vocabulary lists are given below.

School and Classroom

ludus
tabula
magister
discipulus
liber
oratio
docere
putare
cognoscere
respondere
scribere
legere

Family

pater
mater
frater
soror
liberi
filius
filia
familia
dominus
domus
nomen
servus
appellare
amare

Time

hora
dies
mensis
meridies
annus
tempus
aestas
hiems
nox

Other suitable topics are parts of the body, military terms, words denoting place, cardinal numbers, ordinal numbers, etc.

4. SYNONYMS

Synonyms serve to enrich a student's vocabulary and, as a learning device, to make memorization easier. Below is a sample list of synonyms:

Verbs

ago, facio
pugno, contendo
supero, vinco
ostendo, demonstro

Nouns

amicus, socius
proelium, pugna
imperium, potestas
animus, mens

Adjectives

aequus, par
notus, nobilis
finitimus, propinquus
novus, recens

5. ANTONYMS

As in the case of synonyms, the learning of antonyms (opposites) makes vocabulary study more interesting and facilitates memorization. Below is a sample list of antonyms:

Verbs

absum, adsum
laboro, ludo
incipio, conficio
invenio, amitto

Nouns

copia, inopia
socius, hostis
vita, mors
dies, nox

Adjectives

bonus, malus
brevis, longus
levis, gravis
multi, pauci

6. ROOTS, PREFIXES, AND SUFFIXES

No more effective method can be employed for the building of a vocabulary than by demonstrating the force of prefixes and suffixes in conjunction with Latin roots. By learning a simple verb and a number of prefixes, the student is led to an understanding of the formation of compound verbs with different shades of meaning. A knowledge of suffixes forming nouns, adjectives, and verbs will show the intimate relationship of words, and thus tie them together into conveniently learned groups. Take, for example, the verb *duco*. From this simple verb a vocabulary of many compounds can be built up, such as:

abduco
adduco
conduco
deduco
educo
induco
perduco
praeduco
produco
reduco
traduco

Similarly, an understanding of the role of suffixes makes related words more meaningful and easier to learn. A few examples follow:

cupio	cupidus	cupiditas
amo	amicus	amicitia
liber	libero	libertas
facio	facilis	facultas
vinco	victor	victoria

7. SIMILARITY TO OTHER LANGUAGES

Since many students may be studying another foreign language in addition to Latin, it would be useful to point out linguistic similarities between Latin and the Romance languages as well as between Latin and English. Below are a few examples:

Latin	*Italian*	*French*	*Spanish*	*English*
amare	amare	aimer	amar	amateur
terra	terra	terre	tierra	territory
videre	vedere	voir	ver	evident
luna	luna	lune	luna	lunar
liber	libro	livre	libro	library

In addition to the methods enumerated above, there are other devices for learning vocabulary that can profitably be used by the enterprising teacher. Among them are:

- the use of pictures, slides, filmstrips, and other illustrative material
- constant and varied drills through the use of flash cards
- playing games in Latin, e.g., anagrams, scrabble, and charades
- conducting oral vocabulary contests and spelling bees

The Teaching of Forms

The essential structural difference between Latin and English lies in the high degree of inflection inherent in the Latin language. Whereas Latin by its very nature abounds in declensions and conjugations, English is content with a mere sprinkling of inflected forms. This basic difference between the two languages poses a real pedagogical problem.

In teaching inflections, nothing can be more deadening for the student than learning by rote the multitudinous forms that exist. The teacher's tasks are threefold:

1. to be selective in the forms he teaches
2. to teach forms in context
3. to employ where advantageous the "horizontal" approach

WHAT FORMS TO TEACH

One fact stands out in the matter of inflections, namely, that forms vary considerably in the frequency with which they appear in Latin literature.

It has already been pointed out in the section on aims that the active voice is more commonly used than the passive and that the nominative, accusative, and ablative cases occur much more frequently than the genitive or dative.

A study made many years ago by Prof. Gerald F. Else of the State University of Iowa bears out this point.[1] Professor Else examined the vocabulary of sample passages of six prominent Roman writers, amounting to 132 pages of text. He found, in reference to verbs, that 78 per cent were in the active form compared to 22 per cent in the passive; and that the nominative, accusative, and ablative accounted equally for about 85 per cent of the case forms, the genitive for about 11 per cent, and the dative for a mere 4 per cent. In tenses, the present and perfect indicative were each far more frequently in evidence than all the other tenses combined.

The pedagogical implications are obvious. Teachers should stress mastery of forms of greater frequency, and spend less time on rarely used inflections.

FORMS IN CONTEXT

As in the case of vocabulary, forms should be introduced to the student in context.

Sentences such as

Toga est mea.	Gladius est magnus.
Togam habeo.	Gladium magnum video.

are more effective in introducing the nominative and the accusative than mere words in isolation with different endings. Similarly, the pattern

Amo patriam.	Amamus patriam.
Amat patriam.	Amant patriam.

is a more natural setting than simply the verb forms.

THE "HORIZONTAL" APPROACH

Used with moderation, and particularly for review, the "horizontal" approach to teaching forms can be a valuable pedagogical device. In presenting noun and verb forms, the singular and the plural should be taught simultaneously. For example:

Femina contendit.	Feminae contendunt.

In teaching nouns, the first and second declensions could very conveniently be introduced in the same lesson. For example:

Filia respondet.	*Filius* respondet.
Puellam exspecto.	*Puerum* exspecto.

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[1] See *Classical Journal*, (November 1948), pp. 106-108.

In teaching verbs, all four conjugations could be presented in limited form at the same time. For example:

Possum navigare.	Possum scribere.
Possum docere.	Possum sentire.

The horizontal approach should be exercised with caution. It is inadvisable, for example, to teach the future of all four conjugations simultaneously because of the differences involved.

Grammatical Structures

The teaching of grammar, like the teaching of vocabulary and forms, is not an end in itself. Like them, grammar too should be taught functionally in context, with a view to anticipating and removing obstacles to reading. Both the similarities and the differences in the structures of Latin and English should be stressed. From the beginning the student should recognize that the "genius" of English is word order; of Latin, inflection.

In the functional teaching of constructions, sentences should be chosen that are simple and interesting. Grammatical principles should be presented in order of importance and difficulty. Explanations should be simple and there should be constant stress on such troublesome structures as the relative pronoun, the ablative case, participial and infinitive constructions, and clauses with the subjunctive. Students should be furnished numerous examples illustrating each principle or rule. Names of constructions should be taught for purposes of identification and clarification. Following are a few suggestions relating to particular items:

THE RELATIVE PRONOUN

After the forms of the pronoun have been presented, several sentences, in Latin, should be read, e.g.,

Vir qui patriam regit iustus et bonus est.
Liberi *matrem quae* illos curat laudant.
Urbs quam videmus Roma est.

The rule for agreement should be elicited and reiterated. Then some sentences in English could be given to test and apply the rule, e.g.,

This is the *house that* Jack built.
These are the *times that* try men's souls.
We admire a *man whose* actions are noble.

THE ABLATIVE ABSOLUTE

Here, too, many examples, in complete Latin sentences, should be furnished. The students should be taught that the ablative absolute may substitute for clauses of time, cause, concession, condition, etc. As with the relative pronoun, there should be many examples in Latin, in interesting and meaningful context.

Here are some examples of the ablative absolute construction and some suggestions on their treatment:

Pecunia inventa, puer dona emit et amicae dedit.
Hostibus victis, dux milites laudavit.
Caesare duce, Romani Gallos facile superaverunt.

In the first sentence, a literal translation might first be given — *the money (having been) found, . . .*; then — *having found the money . . .*; then, more idiomatic, — *finding the money . . .* etc. In the third sentence, the absence of the participle could be explained by the teacher or a bright student. Application should follow, first by reading selections replete with the construction, later by writing in Latin short sentences employing the ablative absolute. It should soon be made clear to all that the ablative absolute is one of the favorite structures of the Latin tongue.

Although the translation of Latin into English is of primary importance in Latin instruction, simple exercises from English into Latin should not be entirely disregarded, despite the elimination of that type of question in the recent Regents examinations.

The opponents of what has been misnamed Latin "prose composition" actually oppose the writing of bad Latin. Latin writing, however, need not and should not be bad. It should be imitative of Latin authors. As such, it has pedagogical value, in that it inculcates a more thorough understanding of forms and grammatical structure.

Reading

Since the reading of Latin literature is the primary purpose of Latin study, the methods employed in this area are obviously of prime importance. The learning of vocabulary, forms, and grammatical constructions (structure patterns) are essentially a preparation for this end, the reading of Latin. What methods can best serve as a guide for teaching our students to read Latin with understanding, ease, and enjoyment?

Intensive Reading

Instant recognition of the vocabulary is, of course, of great help in arriving at the meaning of a Latin sentence. However, since Latin is a highly inflected tongue, more is required of the student than mere word knowledge. The student must concentrate on the *endings* of words, which indicate the function of words in a sentence. It is only through constant drill that the student will come to realize that, whereas in an English sentence it is the *position* of a word, in Latin it is the *ending* of a word that determines its use and meaning.

SUGGESTED PROCEDURE FOR AN INTENSIVE READING LESSON

1. With the students' books closed to get maximum attention, the teacher reads aloud clearly, slowly, and with expression a Latin passage, or, if it is too long, part of one.
2. New words and constructions are written on the board, and their meaning elicited (whenever possible) from students.
3. The teacher then asks questions for general comprehension of the passage.
4. The students open their books and again the teacher and students, too, read the passage aloud.
5. The students are then tested on the meaning of the individual sentences or phrases in several ways:
    a. by questions in English to be answered in English
    b. by questions in Latin to be answered in Latin or English
    c. by straight translation into English
6. Finally, students are called upon to read the Latin passage with expression to show real comprehension.

N.B. In general, students should be encouraged to get the meaning of a Latin sentence in the order in which the words appear. When the time comes for the student to express the meaning in his own words, the teacher should always insist on good, idiomatic English. It should be remembered that translation is a highly specialized skill. It requires not only a thorough knowledge of two languages, but the ability to convey the thought of one into the idiom of the other. Translation should not descend to transverbalization.

Extensive Reading

When a passage of great length is to be read, the teacher may find it desirable as a time-saver to conduct an extensive rather than an intensive reading lesson. A lesson of this type should come preferably at a later stage.

SUGGESTED PROCEDURE FOR AN EXTENSIVE READING LESSON

1. The teacher gives the students a general idea of the contents of the passage.
2. The teacher then puts on the board the meaning of any difficult words or constructions that may hinder comprehension.
3. Students are told to read the passage silently within a designated time limit. If it is a long passage, then only a portion should be read.
4. The teacher tests comprehension of the passage in the ways suggested in the section on intensive reading.
5. A summary in English of the entire passage should then be given by a member of the class.

N.B.

- While the students are reading silently, the teacher walks around the room, giving assistance where needed.
- An extensive reading lesson can often be combined with an intensive reading lesson.
- A written test for comprehension can easily follow a reading lesson.

SUGGESTED PLAN FOR A READING LESSON

Caesar, *Bellum Gallicum,* Book I, Chapter 28 (adapted)

Peace Terms

1 Quod ubi Caesar comperit, his quorum per fines ierant imperavit uti eos conquirerent et reducerent; eos reductos in hostium numero habuit; reliquos omnes, obsidibus, armis, perfugis traditis, in deditionem accepit.

Helvetios, Tulingos, Latobrigos, in fines suos, unde erant profecti, reverti iussit; et quod, omnibus frugibus amissis, domi nihil erat quo famem sustinerent, Allobrogibus imperavit ut eis frumenti copiam facerent; ipsos oppida vicosque, quos incenderant, restituere iussit. Id ea maxime ratione fecit, quod noluit eum locum unde Halvetii discesserant vacare, ne propter bonitatem agrorum Germani, qui trans Rhenum incolunt, e suis finibus in Helvetiorum fines transirent et finitimi Galliae Provinciae Allobrogibusque essent. Boios Haedui in finibus suis collocare voluerunt; hoc Caesar concessit. Eis illi agros dederunt, eosque postea in parem iuris libertatisque condicionem atque ipsi erant receperunt.

AIM

To prepare the students to read with understanding and enjoyment.

SUBSIDIARY AIMS

To increase the students' knowledge of vocabulary and structures, their ability to read aloud in Latin in thought groups, and to translate into accurate and idiomatic English.

CONNECTION WITH PREVIOUS LEARNING

Either review the previous day's translation or elicit a summary of that reading, viz., the Helvetians and their allies, the Boii, Tulingi, and Latobrigi have surrendered, and one canton *(pagus Verbigenus)* has escaped across the Rhine into Germany.

MOTIVATION

Present the following questions and problems:

1. How do you think Caesar will deal with the Verbigeni?
2. How do you think he will treat those who surrendered?
3. What problem is Caesar facing by the total evacuation of Helvetia and the presence of warlike Germans in the east and north?
4. As we read, think of the aftermath of modern wars — conquered peoples, displaced persons, demands of allies, rewards and punishment. (If the class has able and mature students, ask them to translate and comment on Virgil's famous lines in *Aeneid VI,* as a volunteer assignment for the next day.) Discuss the treatment accorded conquered people by modern victors in war.

PRESENTATION, EXPLANATION, APPLICATION

Unit One — (lines 1 to 4)

1. Write on the front board the new words, and elicit or tell meanings, using synonyms, derivatives, and cognates to aid and strengthen understanding.

   comperit: cognovit, certior factus est
   conquirerent: con - quaerere
   perfugis: cf. perfugere, fugitivus, fuga
   deditionem: cf. dedere (de - dare), tradere

2. Discuss Latin preference for the connecting relative to begin a sentence or paragraph — *Quod,* line 1.

3. Questions to be answered in English:

   Quid comperit Caesar?
   Quid imperavit Caesar? Quibus?
   In quo numero eos reductos Caesar habuit?
   Quos accepit in deditionem? Quid primo illis faciendum erat?

4. The class now reads these lines aloud with the teacher.

Unit Two — (lines 5 to 9)

1. Follow the same procedure as in Unit One to present vocabulary and to explain difficult structures.

   reverti — cf. *vertere;* English revert
   frugibus — cf. English frugal, fruit; crops
   famem sustinerent — cf. English famine, famish; French *faim;* Spanish *hambre.* (Elicit best English for *sustinerent.*)
   restituere — cf. *re-statuere;* English restitution

2. Questions to be answered in Latin:

   Quid Caesar Helvetios facere iussit?
   Quae res amissae erant?
   Quid Caesar Allobrogibus imperavit?
   Quid hostes incenderant?

3. Have the answers put on the board after they have been given orally.

Unit Three — (lines 9 to 13)

1. After having the following expressions written on the board, the teacher reads the Latin text aloud with the class:

    ea maxime ratione — for this reason especially
    vacare — to remain unoccupied
    bonitas — *bonus* and suffix *tas*
    finitimi Galliae . . . — neighbors of . . . (although dative in Latin)

2. Question to be answered in English: What did Caesar fear would happen if the Helvetians did not restore their former homes?

Unit Four — (lines 13 to 15)

The class reads these last two sentences silently. Students are then asked to read them aloud, after the following vocabulary is explained:

collocare (transitive) — to settle, place
parem . . . *atque* — the same . . . as
iuris libertatisque condicionem — What familiar phrase in the Pledge of Allegiance does this resemble?

ASSIGNMENT (oral or written)

Prepare a good English translation of the entire chapter and a good expressive oral reading in Latin.

Note: According to the ability of the class and the length of the class period, the teacher may either reduce the amount read or the questions asked, or add others of his own. The map should be used. On the following day, before the translation and the reading, it may be advisable to clarify some structures, such as:

the subjunctives: *conquirerent, sustinerent, transirent, essent*
the datives: *his* and *Allobrogibus* with *imperavit*

Memory Work

There are literally hundreds of Latin phrases, proverbs, literary quotations, and abbreviations that are widely used in English and that can be best understood and fully appreciated by students of Latin. It is the responsibility of the Latin teacher to acquaint the students with these expressions and have them memorize the more familiar ones. This could be done very effectively in teaching grammatical structures. When the teacher wishes to illustrate a grammatical principle, he would create greater interest if he gave as examples meaningful quotations. Below are some suggestions:

Prepositional Phrases

- with the ablative
  - cum grano salis
  - de facto
  - ex officio
  - in re
  - pro tempore
  - sine die
- with the accusative
  - ad infinitum
  - ante bellum
  - per diem
  - post mortem

Agreement of Adjective with Noun

- alma mater
- ars longa, vita brevis
- bona fide
- in medias res
- ipso facto
- mens sana in corpore sano
- persona non grata
- prima facie
- pro bono publico
- terra firma
- vice versa
- viva voce

The Imperative Mood

- carpe diem
- cave canem
- divide et impera
- festina lente
- respice, adspice, prospice
- vade mecum

The Subjunctive Mood

- caveat emptor
- cedant arma togae
- fiat lux
- habeas corpus
- stet

The Gerund and Gerundive

- crescit eundo
- de gustibus non est disputandum
- modus operandi
- modus vivendi
- mutatis mutandis
- quod erat demonstrandum

Common Latin Abbreviations

A.D.
ad lib.
A.M.
cf.
e.g.
et al.
etc.
ibid.
i.e.
M.D.
N.B.
op. cit.
P.M.
pro tem.
P.S.
q.v.
Rx.
viz.
vs.

Derivation and Word Study

The profound influence of Latin upon the English language has been universally acknowledged. No course of study in Latin is complete without adequate attention to the role played by roots, prefixes, and suffixes. In studying these, the student will not only come to appreciate fully his native English, but he will also build up a large English and Latin vocabulary of compound words. This benefit has already been touched upon in the section on vocabulary learning.

Roots and Stems

In teaching Latin vocabulary, the teacher should always elicit from the students derivatives in English and in the Romance languages. He should also point out how the spelling of many English words depends on the Latin root or stem. The student will learn, for example, why *portable* has the ending *-able,* whereas *audible* has the ending *-ible;* why *mission* has a double *-s,* whereas *vision* has only one *-s;* why *persuasion* ends in *-sion,* while *contention* ends in *-tion;* why *inoculate* has one *-n,* whereas *innocuous* has a double *-n.*

Below is a partial list of Latin roots and stems with some English derivatives:

Latin Root or Stem	*English Derivatives*
aequ	equal, equality, equanimity
ag, act	agent, agenda, actor, action
aud	audience, audible, auditorium
corp	corporal, corpulent, incorporate
duc	induce, conduct, ductile
fac, fic	facility, factor, proficient, deficit
liber	liberal, liberate, libertine
luc	lucid, elucidate, translucent
mort	mortal, mortify, mortician
ped	pedal, impediment, impede
pet	petition, compete, repetitive
scrib, script	describe, scribe, scripture, manuscript

tempor	temporary, temporize, temporal
un	unify, unity, union
vid, vis	provide, evident, revise, vision
vinc, vict	convince, invincible, victor, victim

Prefixes

Most Latin prefixes have been borrowed by English, and with virtually the same meanings. It is only through a knowledge of Latin prefixes that a student can distinguish between such words as *immigrate* and *emigrate, interstate* and *intrastate, proceed* and *precede*. Just as a list of Latin compound verbs can be built up with the aid of prefixes, so also can a list of English verbs be formulated in the same manner. From the Latin *mitt* and *miss,* for example, we can form the following compound verbs:

admit
commit
dismiss
emit
permit
remit
submit
transmit

Prefixes should always be taught in conjunction with vocabulary. Below is a partial list of prefixes:

ab (a)
ad
circum
con (co, com)
de
dis
ex (e)
in
inter
ob
per
prae (pre)
pro
re (red)
sub (sus)
trans (tra)

Suffixes

By learning common Latin suffixes and their equivalents in English, a student can arrive at the meaning of new words, both Latin and English, based on familiar stems. Just as he can guess at the meaning of *cupiditas* from *cupio,* so can he judge the meaning of *cupidity*. Below is a partial list of Latin suffixes, their English counterparts, and English words exemplifying their use:

Latin Suffix	*English Equivalent*	*English Words*
-tas	-ty	celerity, verity, authority
-tudo	-tude	magnitude, multitude, latitude
-or	-or	terror, horror, honor
-tor	-tor	orator, victor, gladiator
-tio	-tion	vocation, narration, ration
-osus	-ous,ose	perilous, verbose, bellicose
-alis	-al	mortal, vital, natural
-anus	-an	urban, sylvan, republican
-icus	-ic, -ical	heroic, aquatic, inimical

It may be observed from the foregoing that a knowledge of Latin roots, prefixes, and suffixes will immeasurably increase a student's English vocabulary. Such knowledge should fortify him and save him many a tedious trip to the dictionary when he comes upon unknown words of Latin derivation.

The Teaching of Culture

Since Rome is generally considered to be the "mother of Western civilization," it is important that students learn as much as possible about the institutions, customs, laws, literature, art, architecture, government, and philosophy of the Romans. Roman civilization, as well as the Latin language itself, is deeply rooted in the culture of all nations of the Western world, especially those that speak English, German, and the Romance languages.

In general, the teaching of cultural topics should arise out of the daily reading of the students. It may, and should, be correlated with the study of other subjects, such as English, history, science, and mathematics. It should strive to inculcate a sense of historical perspective, an appreciation of the classical tradition, and an understanding of the strengths and weaknesses in Roman society. The teacher should assign outside reading, in English, on all phases of Roman life and culture; and he should encourage students to inquire into the sources and development of our civilization, works of art, and ways of life that owe much to the heritage of Rome.

Suggested Methods for Developing a Cultural Background

It is of the greatest importance to have accessible to students and teachers a department and school treasure house of books, pictures, maps, films, slides, recordings, and filmstrips.

- Let the stories or passages being read supply the topics for further study and reading by students. The students may make written or oral reports.
- Introduce the study of a new subject by showing slides or strips or by using the map and illustrations.
- Let the classroom motivate interest by a display (preferably changed from week to week) of pictures, advertisements, mottoes, and maps.
- Encourage students to see plays, operas, films, and television programs in which classical themes are presented and to attend lectures on subjects related to the classics.

- Present Latin and English dramatizations, in class or in clubs, based on myths, fables, and stories from Roman history.
- Keep constantly before the students the influence of Roman civilization on our daily life by pointing out allusions in newspapers, magazines, poetry, the theater, politics, etc.
- Have a bulletin board so placed that the entire school may easily be able to see it, as well as displays in classrooms. The displays should be changed from time to time, and much of the material should be students' work. The themes may include such subjects as architecture, sculpture, flora and fauna (with Latin names and stories drawn from myth or legend), and allusions found in books and periodicals.
- Assign reading on political, social, and religious topics, and on biography.
- For those students who are studying the Romance languages, teach the principles that underlie the development of these from the Latin and the chief changes in structure, form, and spelling.
- Teach the enduring forms in architecture, sculpture, poetry, and prose. Teach the Italian musical terms together with their Latin derivations.
- Compare modern and ancient methods and ideas of computation, astronomy, health, sanitation, the calendar, machinery, tools, diet, dress, furniture.

Dialogues and Drills

The use of dialogues and pattern drills conducted orally is becoming increasingly popular in modern language classes. Theses techniques are equally valid in a comprehensive Latin program, and have proven successful in actual practice.

Dialogues between teacher and student or between two students can be used effectively in classroom situations. They can take the form of questions and answers, or commands given by the teacher and carried out with oral statements by the student. For purposes of motivation, dialogues are uniquely suitable. As a pedagogical device they are of significant value.

Following are lists of vocabulary, classroom expressions, and action series that can profitably be used in conducting dialogues. Following these are examples of basic dialogues, dialogue adaptation, relay drills, and directed dialogue.

Classroom Vocabulary

magister, magistra
discipulus
nomen
vox
res
fenestra
porta
puer
puella
bonus
malus
charta
est
adest
abest
sum
video
videbo
Latine
Anglice
magna voce
Ubi . . . ?
Quis . . . ?
Quae res . . . ?
Quid . . . ?
liber
creta
tabula
alba
apertus
magnus
parvus
pulcher
videbimus
nunc
ecce
hic, haec, hoc
-ne?

Classroom Expressions

Gratias tibi (vobis) ago.
Salve, salvete!
Vale, valete!
Surge, surgite!
Conside, considite!
Audi, audite!
Specta, spectate!
Lege, legite!
Responde, respondete!
Sume, sumite!
Verte, vertite!
Repete, repetite!
I, ite!
monstro, monstra, monstrate
do, da, date
scribo, scribe, scribite
claudo, claude, claudite
Roga, rogate!
Bene!
Optime!
Errasti(s)!
Iterum!
Quaeso! Sis! (Si vis!)
Sultis! (Si vultis!)

Action Series

Surge, quaeso!
Surgo.
Aperi portam!
Portam aperio.

Conside, quaeso!
Consido.

I ad portam!
Eo ad portam.

Da mihi librum!
Librum tibi do.

Claude portam!
Portam claudo.

Sume librum!
Librum sumo.

Scribe "Vale" in tabula!
In tabula "Vale" scribo.

Basic Dialogue

Magister: Salvete, discipuli! Salve, Maria! Responde ad nomen tuum!
Responde Latine! Responde magna voce!
Discipuli: Salve, magister! (magistra!)
Magister: Ubi est Maria?
Maria: Hic ego sum. Adsum.
Magister: Ubi est Paulus?
Discipuli: Paulus abest.
Magister: Quis est Anna?
Anna: Ego sum Anna.
Magister: Nunc videbimus. Quae res est?
Discipuli: Haec est fenestra.
Magister: Quid est . . . ?
Discipuli: Est porta (ianua).
Magister: Monstra nobis librum, Iohanne!
Iohannus: Ecce liber!
Magister: Da mihi cretam, Philippe!
Philippus: Ecce creta, magister.
Magister: Scribe in tabula, Petre!
Petrus: Scribo in tabula.
Magister: Aperi fenestram (portam, ianuam, librum).
Magister: Claude fenestram (portam, ianuam, librum).

Dialogue Adaptation

PERSONALIZED CONVERSATION

Question-answer practice between teacher and pupil, based on basic dialogue.

Magister: Estne hic liber? Quid est hic?
Discipulus: Hic est liber.
Magister: Estne creta?
Discipulus: Est creta.

RELAY DRILL

Question-answer practice begun by the teacher and continued from student to student.

Magister: Estne liber? Quid est?
Discipulus: Est liber.
Magister: Roga Annam: Quid est?
Discipulus: Quid est, Anna?
Anna: Est liber. Hic est liber.
Magister: Estne creta? Quid est?
Discipulus: Est creta. Est creta alba.
Magister: Roga Paulum: Quid est?
Discipulus: Quid est, Paule?
Paulus: Est creta alba.

DIRECTED DIALOGUE

Question-answer practice between two individuals directed by the teacher.

Magister: Roga me: Quae rest est?
Discipulus: Quae res est, magister?
Magister: Est liber Latinus.
Magister: Anna, roga Carolum: Quae res est?
Anna: Quae res est, Carole?
Carolus: Est liber Latinus.
Magister: Maria, roga me: Quae res est?
Maria: Quae res est, magister?
Magister: Est liber Pauli.
Magister: Paule, roga Henricum: Quae res est?
Paulus: Quae res est, Henrice?
Henricus: Est tuus liber.

Continue as above with:

Ecce liber Latinus. — Ubi est liber Latinus?
Ecce creta alba. — Ubi est creta alba?

Pattern Drills

There are various types of pattern drills, all manifesting one essential similarity; the patterns must either be identical or have only small and consistent differences. Below appear examples of different types of pattern drills.

Repetition Drill

In repetition drills the teacher presents patterns orally and the students repeat them. The patterns are simple and meaningful and generally illustrate a grammatical structure. The following examples illustrate agreement of an adjective with its noun.

Magister	*Discipulus*
Equum magnum habet.	Equum magnum habet.
Equos magnos habet.	Equos magnos habet.
Epistulam longam scribit.	Epistulam longam scribit.
Epistulas longas scribit.	Epistulas longas scribit.
Signum novum videt.	Signum novum videt.
Signa nova videt.	Signa nova videt.

Substitution Drill

In a substitution drill the student is asked to replace one item in a model sentence with another and make other necessary changes. In the following example the subject is changed, and a change of verb form is required.

Magister	*Discipulus*
Ego clamorem audio.	Ego clamorem audio.
Tu ______.	Tu clamorem audis.
Puer ______.	Puer clamorem audit.
Nos ______.	Nos clamorem audimus.
Vos ______.	Vos clamorem auditis.
Pueri ______.	Pueri clamorem audiunt.

Response Drill

In response drills the answers are patterned after the questions. The question may be a simple direct one requiring a simple direct answer, or a question involving a choice of answers, or a cued response question. Examples of all types follow.

Magister	*Discipulus*
Estne liber Latinus, Anna?	Est liber Latinus.
Estne creta alba, Maria?	Est creta alba.
Estne puer parvus aut puella parva?	Est puer parvus.
Estne porta aperta aut fenestra aperta?	Est fenestra aperta.

(puella pulchra) —Quis est?	Est puella pulchra.
(puer bonus) —Quis est?	Est puer bonus.
(discipulus malus) —Quis est?	Non est discipulus malus.
(puella bona) —Quis est?	Est puella bona.

REPLACEMENT DRILL

In a replacement drill the teacher reads a sentence to the class. He then repeats the sentence omitting one of the words. A student is called upon to repeat the sentence supplying the missing word. This procedure is repeated with a different word omitted each time. The following example illustrates this type of drill.

Magister	*Discipulus*
Ubi est liber Latinus Annae?	Ubi est liber Latinus Annae?
______ est liber Latinus Annae?	Ubi est liber Latinus Annae?
Ubi est liber ______ Annae?	Ubi est liber Latinus Annae?

TRANSFORMATION DRILL

Transformation drills may be administered in various forms. The student may be asked to change a model sentence from singular to plural, from affirmative to negative, from declarative to interrogative, etc.

Examples:

a. Changing singular to plural:

Magister	*Discipulus*
Cupit discedere.	Cupiunt discedere.

b. Changing affirmative to negative:

Magister	*Discipulus*
Auxilium accipimus.	Auxilium non accipimus.

c. Changing declarative to interrogative:

Magister	*Discipulus*
Periculum sensit.	Sensitne periculum?

CONTENT AND SCOPE, LEVEL I

The structures listed here are to be taught for mastery within the limits indicated. The model sentences and phrases are illustrations of principles. This does not preclude the presentation in a particular level of structures other than those listed here; but such other structures are not to be drilled for mastery; they are to be treated as vocabulary items.

Following this principle, the teacher may make use of whatever vocabulary and patterns are natural in a particular dialogue, limiting intensive drill only to those items which appear in this list.

Forms

1. NOUNS

   Regular nouns of the five declensions — all cases, including the vocative.

2. ADJECTIVES

   a. Regular adjectives of the first, second, and third declension — all cases.

   b. Comparison of regular adjectives, and of the following:

      adjectives with superlative in *-rimus* and *-limus*

      adjectives of irregular comparison: *bonus, malus, magnus, parvus, multus*

   c. Declension of comparatives

   d. Possessive, demonstrative, intensive adjectives

   e. Numerals

      cardinal: *unus* to *decem, viginti, centum, mille;* and declension of *unus, duo, tres, milia*

      ordinal: *primus* to *decimus*

3. ADVERBS

   Formation and comparison of adverbs formed from regular and irregular adjectives.

4. PRONOUNS

   Personal, demonstrative, intensive, interrogative, relative, and reflexive.

5. VERBS

   a. Principal parts and stems

   b. The four regular conjugations, including the verbs of the third conjugation in *-io;* in all tenses of the indicative, active and passive; in the imperative active; all infinitives except the future passive; all participles (formation and declension)

   c. Conjugation of *sum* and *possum*

6. ENCLITICS

   -ne and *-que*

Grammatical Structures

1. NOUNS
   - a. Nominative

     Subject: *Experientia* docet.
     Predicate: Britannia est *insula.*

   - b. Genitive

     Possession: Pueri verba *magistri* audiunt.
     With nouns — objective and subjective:
     Amorem *patriae* semper laudamus.
     Adventus *hostium* cives perterruit.

   - c. Dative

     Indirect object: Pater *filio bono* praemium dedit.
     With adjectives — *aequus, amicus, inimicus, gratus, similis, dissimilis, par, proximus, finitimus, idoneus:*
     Filia similis *matri* est.
     Locus *castris* idoneus erat.

   - d. Accusative

     Direct object: *Linguam Latinam* legimus.
     Object of prepositions: *Ob periculum* fugit.
     Place to which: *Ad insulam* venerunt.
     Extent of time or space:
     Multos annos in urbe remanebat.
     Collis *centum pedes* altus est.
     Subject of the infinitive: Pater *me* laborare iussit.

   - e. Ablative

     Means: *Pecunia* et *cibo* miseros iuvabimus.
     Place where: *In silvis* arbores virides videmus.
     Place from which: Romani e *finibus suis* migrant.
     With certain prepositions — *ab(a), cum, de, ex(e), pro, sine;* also *in* and *sub* when indicating place where:
     Pueri *sine labore* nihil efficient.
     Principes civitatis *pro bono publico* laborare debent.
     Time when: *Aestate* in campis flores sunt pulchri et varii.
     Separation: Victoria *timore* periculi nos liberavit.
     Accompaniment: America in amicitia *cum sociis* manebit.
     Manner: Silvas nostras *cum cura* conservamus.
     Personal agent: Patria nostra *a viris magnis* augetur.
     Ablative absolute: Socii, *auxilio misso,* superare poterunt.

f. Vocative
Quid agis, *Marce?*

2. PRONOUNS
Agreement of the relative: Puella *quam* vidisti mea soror est.

3. ADJECTIVES
Use and agreement:
(as modifiers) Magister *noster egregium* exemplum proponit.
(as substantive) *Nostri* impetum fecerunt.

4. VERBS
a. Indicative
Independent clauses: Vigilia *est* pretium libertatis.
Dependent clauses: Puella, postquam librum *amisit,* legere non potuit.
b. Infinitive
Complementary: Pecuniam ludis publicis *dare* debemus.
As subject: *Errare* humanum est.
As object: Dux milites iter *facere* iussit.
Indirect statement: Intelligit Belgas *esse* fortissimos.
c. Imperative: *Da* dextram miseris.
d. Participles — use of tenses; ablative absolute:
Ave, Caesar, *morituri* te salutant.
Oratione audita, omnes discesserunt.

Vocabulary List, Level I

a, ab
absum
accedo
accipio
acer
acies
acriter
ad
adduco
adicio
adsum
adventus
aedificium
aequus
aestas
ager
ago
agricola
altitudo
altus
amicitia
amicus
amitto
amo
amplus
animus
annus
ante
antea
antecedo
antiquus
appello, -are
appropinquo
apud
aqua
arbor
arma
ars
ascendo

atque
auctoritas
audio
augeo
aut
aut . . . aut
autem
auxilium

barbarus
bellum
bene
beneficium
bis
bonus
brevis

calamitas
campus
capio
captivus
caput
carus
castra
causa
cedo
celer
celeritas
celeriter
centum
certe
certus
circum
circumvenio
civis
civitas
clamo
clamor
clarus
classis
claudo
cognosco
cogo
collis
committo
commoveo
communis
comparo
compello
condicio
conficio
confirmo
conicio
conscribo
consentio
conservo
consilium
constituo
consuetudo
consul
contendo
contineo
convenio
convoco
copia
cornu
corpus
cotidie
cum (*prep.*)
cupiditas
cupidus
cupio
cur
cura
curro

de
dea
debeo
decem
decimus
defendo
deficio
deicio
deinde
deleo
deligo
demonstro
dens
depono
descendo
despero
deus
dexter
dico
dies
difficilis
difficultas
digitus
dignitas
diligens
diligentia
dimitto
discedo
dissimilis
diu
divido
do
doceo
dolor
dominus
domus
donum
dubito
duco
duo
durus
dux

e, ex
educo
ego

egregius
eicio
enim
enuntio
eo (*adv.*)
eodem
eques
equitatus
equus
et
et . . . et
etiam
evoco
excedo
excipio
excludo
exemplum
exercitus
existimo
exitus
expono
expugno
exspecto

fabula
facile
facilis
facio
factum
facultas
fama
femina
fidelis
fides
filia
filius
finis
finitimus
flumen
fortis
fortiter
fortuna
forum
frater
frumentum
frustra
fuga
fugio

gens
genus
gero
gladius
gloria
gratia
gratus
gravis

habeo
habito
hic (*adj. and pron.*)
hic (*adv.*)
hiems
hodie
homo
honor
hora
hostis
huc

iacio
iam
ibi
idem
idoneus
igitus
ignis
ignoro
ignotus
ille
immortalis
impedimentum
impedio
impello
imperator
imperium
impero
impetus
impono
in
incendo
incipio
incola
incredibilis
inde
induco
inimicus
iniquus
initium
iniuria
inopia
instruo
insula
integer
intellego
inter
interficio
interim
intermitto
invenio
ipse
ira
is
ita
itaque
iter
iterum
iubeo
ius
iuvenis

labor (*n.*)
laboro

lapis
latitudo
latus (*adj.*)
laudo
legatus
legio
lego
levis
lex
liber (*n.*)
liber (*adj.*)
liberi
libero
libertas
lingua
littera
locus
longe
longitudo
longus
ludo
ludus
luna
lux

magis
magister
magnitudo
magnopere
magnus
maleficium
malus
maneo
manus
mare
maritimus
mater
maxime
maximus
medius
memoria
mens
mensa
mensis
meridies
meus
miles
mille
miser
mitto
modus
moneo
mons
monstrum
mors
moveo
multitudo
multus
munio
murus

nam
narro
natura
nauta
navigo
navis
-ne
necessarius
negotium
nemo
neque (nec)
neque . . . neque
ne . . . quidem
neuter
nihil
nobilis
noceo
nomen
non
nonus
noster
notus
novem
nox
numerus
numquam
nunc
nuntio
nuntius

ob
obicio
obtineo
occupo
octavus
octo
oculus
officium
olim
omnis
oppidum
oppugno
optimus
opus
oraculum
oratio
ordo
ostendo

paene
par
paratus
paro
pars
parvus
passus
pater
patria
pauci
pax
pecunia

pello
per
perduco
perficio
periculum
permaneo
permitto
permoveo
perterreo
pertineo
pervenio
pes
peto
plenus
poena
poeta
pono
pons
populus
porta
porto
possum
post
postea
potens
potestas
praemitto
praemium
praesidium
praesum
premo
pretium
primus
princeps
pro
procedo
produco
proelium
prohibeo
proicio
pronuntio
prope
propero
propinquus
propono
propter
provideo
provincia
proximus
prudens
publicus
puella
puer
pugna
pugno
pulcher
puto

quam
quartus
quattuor
-que
qui
quidam
quidem
quinque
quintus
quis
quo (*adv.*)
quod
quondam
quoque
quot

ratio
recens
reddo
reduco
regina
regio
regnum
rego
reicio
relinquo
reliquus
remaneo
remitto
removeo
renuntio
repello
res
respondeo
rex
ripa
rogo
Roma
Romanus

sacer
saepe
sagitta
salus
satis
scio
scribo
scutum
secundus
sed
sedeo
semper
senatus
sententia
sentio
septem
septimus
servitus
servo
servus
sex
sextus
si
sic

signum
silva
similis
sine
sinister
socius
sol
solus
soror
spatium
specto
spero
spes
statim
sub
subito
submitto
succedo
sui
sum
summus
supero
superus
suscipio
sustineo
suus

tamen
tandem
tantus
tardus
telum
templum
tempto
tempus
teneo
terra
terreo
tertius
timeo
timidus
timor
toga
trado
traduco
traho
trans
tres
tu
tum
turris
tutus
tuus

ubi
ullus
ulterior
ultimus
unde
undique
unus
urbs

valeo
validus
vallum
vehementer
vendo
venio
ventus
verbum
vero
verus
vesper
vester
via
victor
victoria
video
viginti
villa
vinco
vir
virtus
vis
vita
vito
vivo
vivus
voco
vox
vulnero
vulnus

Idiomatic Expressions, Level I

1. bellum gerere
2. castra movere
3. castra ponere
4. gratiam habere
5. gratias agere
6. impetum facere
7. in animo habere
8. initium facere

9. in summo monte
10. iter facere
11. memoria tenere
12. mille passus
13. milia passuum
14. prima luce
15. proelium committere
16. proximo die
17. quam primum
18. res publica
19. se recipere

Culture and Background, Level I

PERIODS IN ROMAN HISTORY

- Monarchy
- Republic
- Empire

GOVERNMENT

- The Senate
- Popular Assemblies
- Cursus Honorum
  - Consul
  - Praetor
  - Quaestor
- Other Officials
  - Aedile
  - Tribune
  - Censor
  - Dictator

CLASSES OF SOCIETY

- The Senatorial Order
- The Equestrian Order
- The Plebeian Order

THE CITY OF ROME

- Founding
- Location
- The Forum

ROMAN LIFE

- Streets and Roads

- The Family
- Roman Names
  - Praenomen
  - Nomen
  - Cognomen
- Education
  - Ludus and Litterator
  - Paedogogus
  - Grammaticus
  - Tabella and Stilus
- Dress
  - Tunica and Toga
  - Stola and Palla
- The House
  - Atrium
  - Compluvium and Impluvium
  - Tablinum
  - Peristylium
  - Triclinium
  - Villae and Insulae
- Meals
  - Ientaculum
  - Prandium
  - Cena
- Amusements and Recreation
  - Colosseum
  - Circus Maximus
  - Campus Martius
  - Thermae
  - Theater
- Religion
  - Gods and Goddesses
  - Pontifex Maximus
  - Lares and Penates
  - Saturnalia

Roman Contributions to Civilization

- Language
- Law
- Literature

Government
Engineering and Architecture
Calendar

FAMOUS PEOPLE IN ROMAN HISTORY

Aeneas
Brutus
Cato the Elder
Cincinnatus
Cornelia and the Gracchi Brothers
Decius Mus
Fabricius
Horatius
Mucius Scaevola
Regulus
Romulus and Remus

FAMOUS MYTHS

Baucis and Philemon
Ceres and Proserpina
Daedalus and Icarus
Hercules
Medusa
Midas
Orpheus and Eurydice
Perseus and Andromeda
Pyramus and Thisbe
Theseus and the Minotaur

CONTENT AND SCOPE, LEVEL II

Forms

1. NOUNS
   Review of the five declensions
2. ADJECTIVES
   Declension of the following irregular adjectives: *alius, alter, neuter, nullus, solus, totus, ullus, unus*
3. ADVERBS
   Review of formation and comparison

4. PRONOUNS

   Indefinite *aliquis, quidam, quisque*

5. VERBS
   - a. Deponent verbs of all conjugations
   - b. Defective verb: *coepi*
   - c. Irregular verbs: *eo, fero, fio volo, nolo*
   - d. Subjunctive mood in all tenses, active and passive
   - e. Gerund and gerundive

Grammatical Structures

1. NOUNS AND PRONOUNS

   a. Genitive

   Description: Murum et fossam *sedecim pedum* perducit.
   Partitive: Nihil est *reliqui* praeter solum agri.
   With adjectives: Germani erant homines cupidi *belli.*

   b. Dative

   With special verbs — *credo, impero, noceo, pareo, persuadeo, resisto, studeo:*
   Crede *mihi.*
   With compounds of *ad-*, *ante-*, *con-*, *de-*, etc.:
   Caesar Labienum *decimae legioni praefecit.*
   Purpose and reference (double dative):
   Locum *castris* delegit. Legio *castris praesidio* erit.
   Possession: Libri *mihi* sunt.
   Agent — with future passive participle and *esse:*
   Hoc opus *vobis* faciendum est.

   c. Accusative

   Subject of infinitive (review)
   Two accusatives:
   Caesar *exercitum flumen* traducit.

   d. Ablative

   Absolute (review): *M. Messala M. Pisone consulibus,* Orgetorix coniurationem nobilitatis fecit.
   Description: Erat vir *summa auctoritate.*
   Measure of difference: *Tribus* ante *annis* profecti erant.
   With special verbs — *utor* and *potior:* Hostes *castris* potiti sunt.
   Respect or specification: Erat rex *nomine.*
   Cause: *Periculo* belli fugerunt.

2. VERBS

a. Infinitive (thorough review — as subject, object, complementary, in indirect statement)

b. Indicative

Relative clauses: Ei *qui* domi *manserunt* illos alunt.
Temporal clauses: *Cum primum* id *conspexit,* signum dedit.
Substantive clauses: Gratum est *quod* me *requiris.*

c. Subjunctive

Purpose: *Ut ameris,* amabilis esto. Pedites misit *qui* hostibus *resisterent.*
Substantive volitive: Helvetiis persuasit *ut exirent.*
Result: Tantum est periculum *ut* pauci *veniant.*
Indirect question: Rogavit *quid* negoti in sua Gallia Caesari *esset.*
Cum clauses — descriptive (circumstantial), causal, adversative (concessive):

> *Cum esset* in Gallia, crebri ad eum rumores afferebantur.
> Quae *cum* ita *essent,* impetus non fecit.
> *Cum* in his locis maturae *sint* hiemes, Caesar tamen in Britanniam profectus est.
> (Note: In each of the above, teach the sequence of tenses.)

d. Gerund and gerundive

To express purpose — with *ad* and the accusative; with the genitive and *causa:*

> Venit *ad discendum.*
> *Ad eas res conficiendas,* Orgetorix deligitur.
> *Caesaris interficiendi causa,* venit Cassius.

Gerundive plus a form of *esse* and the dative of agent, to express necessity or obligation:

> *Caesari* uno tempore omnia *erant agenda.*

Vocabulary List, Level II

abeo
accido
accuso
adeo
adhortor
adhuc
aditus
adiungo
administro
admiror
admitto
admoneo
adorno
adulescens
adulescentia
advenio
aedifico
aeger
aes
aetas
afficio
aggredior
agmen
aliquis
alius
alter
ambulo

amor
ancora
angustus
animadverto
animal
antequam
aperio
apertus
aquila
arbitror
arena
aries
armo
arx
at
atrium
audacia
audacter
audax
audeo
audio
aufero
aureus
auris
aurum
averto
avidus
avis

bellicosus
bello
biennium
bracchium

cado
caedes
caedo
caelum
canis
caro, carnis
carrus
casa
caseus
castellum
casus
cauda
causa
caveo
cena
ceno
census
centurio
ceteri
cibus
circiter
circumdo
circus
citerior
cito
citra
civilis
clam
cliens
coepi
cogito
cohors
colligo, -ere
colloco
colloquium
colloquor
colonia
color
comburo
comes
commodus
comperio
compleo
complures
comporto
comprehendo
concedo
concilium
concito
concordia
conduco
confero
coniungo
coniunx
conor
consentio
conseq[illegible]
consido
consisto
conspectus
conspicio
consuesco
consularis
consulatus
consulo
consumo
continuus
contra
controversia
converto
cor
corona
cotidianus
cras
creber
credo
crudelis
cubiculum
culpa
cultura
cum (*conj.*)
curo
currus
cursus

deditio
dedo
deduco
defensor
defessus
deligo, -ere
demitto

describo
desidero
desisto
despero
desum
dictator
dignus
disciplina
discipulus
disco
discordia
dispono
divinus
domicilium
domina
dominor
dono
dormio
dulcis
dum
duodecim

ecce
efficio
egredior
emo
eo (*verb*)
epistula
eripio
etsi
exeo
exerceo
exitus
expello
experior
explorator
exploro
exsequor
exterior
extra
extremus

falsus
familia
felix
fero
ferrum
finio
fio
firmus
fluo
forma
fossa
frango
frigidus
fructus
frumentarius
fugitivus
funditor

gaudeo
gaudium
gelidus
gladiator

hiberna
hiemo
hortor
humanitas
humanus
humilis

iam pridem
ianua
illo (*adv.*)
imperatum
importo
incertus
incito
includo
incolumis
ineo
infelix
inferior

infero
insequor
insidiae
insignis
instituo
institutum
interea
interrogo
intervallum
intra
item
iudicium
iugum
iungo
iuro
iustitia

lacrima
lacus
laetitia
lapis
Lar
latus (*noun*)
laus
lavo
legatio
leo
levis
licet
litus
loco
loquor
lupus

magistratus
maior
maiores
mando
manipulus
materia
matrimonium

matrona
maturo
mercator
mereo
migro
militaris
minime
minimus
minus
modo
monstro
monumentum
mora
morior
moror
mos
mox
multo (*adv.*)
munitio

nanciscor
nascor
natio
navigium
ne
necesse
neglego
nego
nescio
nisi
nobilitas
noctu
nocturnus
nolo
nondum
nonne
nosco
nullus
num

obses
obsideo
obsidio
occasio
occasus
occido (*kill*)
occido (*fall*)
oceanus
offero
omnino
opera
oportet
opportunus
opprimo
oppugnatio
orator
orior
orno
oro
otium

paco
pagus
pareo
pateo
paulo
paulum
pedes
peritus
perpetuus
persequor
perspicio
persuadeo
pertineo
perturbo
pilum
planus
plebs
plenus
polliceor
portus
possessio
posterus
postquam
postridie
postulo
potior
praeda
praeficio
praesto
praeter
praeterea
praetor
pridie
primo
primum
principatus
priusquam
procurro
profectio
proficio
proficiscor
progredior
propterea
prosequor
prudentia

quaero
quaestor
qualis
quamquam
quantus
quare
quisque
quot

rapio
recedo
recipio
recte
rectus
redeo
reditus
refero
reporto

√

resisto
responsum
restituo
retineo
reverto
rosa
rumpo
rursus

sagittarius
salvus
sanctus
saxum
schola
scientia
secedo
senator
septentriones
sequor
signifer
silentium
simul
simul ac(atque)
singuli
solum (*adv.*)
solvo
somnus
species
statua
statuo
sto
studeo
studium
subduco
subeo
subsequor
subsidium
succedo
sumo
super
superbus
superior
supra
surgo

taberna
tabula
talis
tam
tardo
taurus
tempestas
tergum
terror
testudo
theatrum
tollo
tormentum
tot
totus
transeo
transporto
tres
tribunus
tristis
tunica
turpis

umbra
umquam
una (*adv.*)
unda
usus
ut, uti
uterque
utilis
utor

vacuus
valles
vasto
vel
vereor
verto
verum
vestibulum
vestis
veto
vicus
vigilia
vinea
vinum
vix
volo, velle
voluntas

Idiomatic Expressions, Level II

1. inter se dare
2. navem deducere
3. causam dicere
4. bellum ducere
5. imperata facere
6. verba facere
7. vim facere
8. aegre ferre
9. signa ferre
10. certior fieri
11. aciem instruere
12. murum perducere

13. gratiam referre
14. navem solvere
15. terga vertere
16. magnum iter
17. multa nocte
18. navis longa
19. novissimum agmen
20. prima aestate
21. prima nocte
22. primum agmen
23. res adversae
24. res frumentaria
25. res gestae
26. res militaris
27. res novae
28. res secundae

Culture and Background, Level II

Gaius Julius Caesar

Personal Life

- Birth and Early Education
- Later Formal Education
- Three Marriages
- Early Military Experiences
- Capture by Pirates
- Political Career
- Military Career
- The Ides of March

Significant Events

- Struggle between Marius and Sulla
- The First Triumvirate
- Campaigns in Gaul
- Crossing of the Rubicon
- The Civil War

Achievements

- Military Affairs
- Oratory
- Literature
- Statesmanship and Reforms

Military Terms

Army Units

- Pedites (legio, cohors, manipulus, centuria)
- Equites (ala, turma, decuria)
- Auxilia (levis armaturae pedites, funditores, sagittarii)
- Miscellaneous (fabri, exploratores, speculatores)

ARMY OFFICERS

- Dux and Imperator
- Legatus
- Quaestor
- Tribunus Militum
- Centurio
- Praefectus
- Decurio

EQUIPMENT OF THE LEGIONARY SOLDIER

- Lorica
- Galea
- Scutum
- Gladius
- Pilum
- Frumentum

MILITARY STANDARDS

- Aquila
- Vexillum
- Signum

BATTLE FORMATION AND SIGNALS

- Acies
- Acies triplex
- Tuba and cornu

MARCHING FORMATION AND BAGGAGE

- Agmen
- Primum agmen
- Novissimum agmen
- Impedimenta
- Sarcina
- Iter and iter magnum

THE ARMY CAMP

- Castra (viae and portae)
- Fossa
- Vallum
- Vigiliae

SIEGE TERMS

- Agger

Aries
Vinea
Pluteus
Testudo
Turris
Scala
Tormenta (catapulta, scorpio, ballista)

NAVAL TERMS
  Navis longa
  Navis oneraria
  Trireme
  Rostrum

Highlights of the Gallic War

BOOK I — 58 B.C.
  The Geography of Gaul
  The Helvetian Campaign
  War with the Germans

BOOK II — 57 B.C.
  War with the Belgians

BOOK III — 56 B.C.
  War with the Veneti

BOOK IV — 55 B.C.
  First invasion of Germany
  First expedition to Britain

BOOK V — 54 B.C.
  Second expedition to Britain
  Episode of Sabinus and Cotta
  Defense of Quintus Cicero's camp

BOOK VI — 53 B.C.
  Second invasion of Germany
  Customs of the Gauls and Germans
  Pursuit of Ambiorix

BOOK VII — 52 B.C.
  Siege of Alesia
  End of the War

Prominent Personalities of the Gallic War

ROMAN

- Quintus Cicero
- Titus Labienus
- Titus Pullo
- Lucius Vorenus
- Quintus Sabinus
- Lucius Cotta

FOREIGN

- Ambiorix
- Ariovistus
- Cassivellaunus
- Casticus
- Diviciacus
- Dumnorix
- Eporedorix
- Orgetorix
- Vercingetorix

Geographical Terms

COUNTRIES

- Gallia
- Gallia Cisalpina
- Gallia Transalpina
- Aquitania
- Helvetia
- Hispania
- Illyricum

CITIES

- Genava
- Lutetia

RIVERS

- Arar
- Axona
- Garumna
- Liger
- Matrona
- Rhenus
- Rhodanus
- Sequana

LAKES

- Lemannus

Suggested Readings

It is apparent that the textbook used by an individual teacher in Level II will dictate what material is to be read. Although it is hoped that selections from Livy, Nepos, Gellius, and Eutropius are included in a second-year Latin course, the fact is that Caesar usually preempts first place. Nor is this unfortunate. There is a wealth of narrative in the seven books of Caesar's *Gallic War,* let alone the *Civil War,* that adolescents will find interesting, informative, and often exciting. The following list is valuable in that it highlights the most important and interesting episodes in Caesar's *Commentaries.*

Bellum Gallicum

Book I, 1-12; 23-29. Helvetian campaign
Book II, 1-13. War with the Belgians
20-27. Defeat of the Nervii
Book IV, 1. Description of the Germans
12. Death of Two Brothers
20-36. First Invasion of Britain
Book V, 12-14. Customs of the Britons
44. Two Rival Heroes
Book VI, 11-23. Customs of the Gauls and Germans
25-28. The Hercynian Forest
Book VII, 4; 66-69. Vercingetorix
87-90. Fall of Alesia

Memorization

In Level II the following quotations from Caesar's *Gallic War* are worthy of memorization:

Book I 1. Gallia est omnis divisa in partes tres.
12. Ita sive casu sive consilio deorum immortalium, ea pars civitatis Helvetiae quae insignem calamitatem populo Romano intulerat, princeps poenam dedit.
25. Caesar primum suum, deinde omnium ex conspectu removit equos ut, aequato omnium periculo, spem fugae tolleret.
26. Ita diu atque acriter pugnatum est.
26. Nam hoc toto proelio aversum hostem videre nemo potuit.

28. Eos reductos in hostium numero habuit.

Book II 20. Caesari omnia uno tempore erant agenda.

Book IV 25. Desilite, commilitones, nisi vultis aquilam hostibus prodere; ego certe meum rei publicae atque imperatori officium praestitero.

Book VI 17. Deorum maxime Mercurium colunt.

Book VII 90. Huius anni rebus ex Caesaris litteris cognitis Romae dierum viginti supplicatio redditur.

LEVEL III

AIMS

1. The primary objective in Level III is a concentration on reading for enjoyment. Although Cicero is preeminent in the field of prose, other writers such as Pliny, Sallust, and Seneca should not be neglected. Selections from Cicero's letters and essays should be included along with his orations.
2. Constant review of the vocabularies of Levels I and II, plus the learning of the required vocabulary of Level III.
3. A review of the required forms of Levels I and II, plus the learning of additional forms such as the locative, the declension of the irregular nouns *domus, nemo,* and *vis,* the conjugation of *malo,* the imperative of deponent verbs, and the alternative ending *-re* instead of *-ris* in the second person singular passive.
4. A review of the structures of Levels I and II, plus the learning of structures peculiar to Level III such as the use of the locative, place constructions without a preposition, the ablative with *dignus,* independent clauses in the subjunctive, the subjunctive with *dum, antequam, priusquam,* and with verbs of fearing and doubting, the relative clause of characteristic, conditional sentences, the negative imperative, and the active and passive periphrastic.
5. Memorization. Famous sayings from Latin authors read in Level III should be memorized. Cicero's orations against Catiline and his oration in defense of the poet Archias are particularly fertile sources for quotations.
6. The continued study of word derivation, word formation, and word analysis in Latin, English, and the Romance languages. This study should include inceptives, frequentatives, and compounds of two or more roots.
7. An appreciation of literary devices such as the periodic sentence and rhetorical figures. The latter should include alliteration, anaphora, simile, metaphor, personification, preterition, hyperbole, irony, and metonymy. Attention should also be given to the style of different authors.

8. The acquisition of background material connected with the authors read in Level III. This would include the life of Cicero and other authors, government in ancient Rome, economic problems, provincial administration, Roman oratory, letter writing, Roman religion, prominent contemporaries of Cicero, important place names, and the Roman calendar.

GUIDING PRINCIPLES

1. Keeping in mind the primary aim of reading Latin literature with understanding, the teacher of Level III should review and reinforce the skills acquired in Levels I and II.
2. Extensive reading of Latin authors should be emphasized by devoting more time to reading comprehension than to straight translation.
3. In the teaching of culture, comparisons should constantly be made with modern times, particularly in the fields of politics, oratory, and religion.
4. The frequent use of rhetorical and grammatical figures by Roman writers and their influence on world literature should be fully explored.
5. Latin word study should continue to be related with the vocabulary of English and the Romance languages, and the elements of semantics should be introduced.
6. Supplementary reading dealing with the public and private life of the Romans during the Republic should be encouraged.

METHODOLOGY

The methods of teaching Latin suggested for Levels I and II are equally valid for Level III. It is to be expected that a student entering the third year of Latin knows by this time the nature of the language (inflections, position of words, etc.), has mastered a basic vocabulary, and is familiar with many common structures. There is, of course, a third year vocabulary to be learned, and a few more forms and grammatical constructions. Nevertheless, the teacher of a third year class is now in a position to devote most of the classroom time to a richer appreciation of Roman authors. Since Cicero is the author most frequently read, it is incumbent upon the teacher to point out the difference of style between Caesar's narrative and Cicero's oratory. Specifically the following peculiarities of Cicero should be emphasized:

- The structure of the periodic sentence as compared with the terse, unadorned sentences encountered in Caesar.
- The extensive use of pronouns.
- The common use of the first and second person in verbs in contrast to Caesar's almost exclusive use of the third person.
- The frequent use of the imperative.
- Greater flexibility in the order of words for emphasis.
- The use of transitional devices, such as: *age nunc, autem, denique, hic, iam vero, igitur, itaque, nam, nunc vero, postremo, quare, quid, quid quod si, sin autem,* and connecting relatives.

Reading

In making the transition from Caesar to Cicero, it should also be noted that whereas Caesar's *Commentaries* were intended to be read, Cicero's *Orations,* like Shakespeare's plays, were intended to be heard. In assigning a passage in the *Orations,* what method could be more natural, more effective, and more motivating than for the teacher to read aloud with expression a portion of the assignment, while the students listen with books closed? This is an ideal situation for the audio-lingual approach.

The procedure suggested for Levels I and II in conducting a reading lesson is applicable also for Level III. When the student at home sits down to prepare his lesson, he looks at a passage that is not strange to him. He still hears the echo of the sonorous Ciceronian phrases so eloquently declaimed by his teacher in class. His assignment now is to read the passage aloud, and then answer questions to test his comprehension, or to render an English translation in language that a modern American orator might use (a difficult yet educationally rewarding experience). Below is a typical reading lesson to illustrate this procedure.

Sample Reading Passage

Cicero, *First Oration Against Catiline,* Section 9

The Plot Against the Republic

O di immortales! Ubinam gentium sumus? In qua urbe vivimus? Quam rem publicam habemus? Hic, hic sunt in nostro numero, patres conscripti, in hoc orbis terrae sanctissimo gravissimoque consilio, qui de nostro omnium interitu, qui de huius urbis atque adeo de orbis terrarum exitio cogitent. Hos ego video consul et de re publica sententiam rogo, et quos ferro trucidari oportebat, eos nondum voce vulnero.

Fuisti igitur apud Laecam illa nocte, Catilina; distribuisti partes Italiae; statuisti quo quemque proficisci placeret; delegisti quos Romae relinqueres, quos tecum educeres; discripsisti urbis partes ad incendia, confirmasti te ipsum iam esse exiturum; dixisti paulum tibi esse etiam nunc morae, quod ego viverem. Reperti sunt duo equites Romani qui te ista cura liberarent et sese illa ipsa nocte paulo ante lucem me in meo lectulo interfecturos pollicerentur.

To aid in comprehension, the following Latin words with their English meaning should be written on the board:

gentium — in the world (literally, of nations)
hic — here (adverb)
consilio — council, legal body
interitu, exitio — death, destruction
atque adeo — and what is more
ferro — with a sword (literally, with iron)
trucidari — to be butchered
paulum morae — a slight delay

Here is a passage that could be read with a great deal of rhetorical fervor. After the meaning of the passage is grasped, the students should be made aware of the literary embellishments so lavishly employed by Cicero. In this passage alone there are examples of rhetorical questions, alliteration, metaphor, anaphora, metonymy, and tricolon.

Comprehension

In testing for comprehension, the teacher may assign the following questions:

1. How does Cicero show his impatience at the outset?
2. What legal body does Cicero allude to in the words *in nostro numero?*
3. What charge does he level against the conspirators?
4. What punishment does Cicero say should have been meted out to the conspirators?
5. Instead, what action does Cicero say he is taking?
6. What six acts does Cicero charge Catiline with when he was at Laeca's house?
7. Why was Catiline delayed in leaving Rome?
8. How was this delay remedied?

Writing

As in Levels I and II, the writing of some Latin prose is useful in that it helps to develop a better understanding of forms and grammatical constructions. In Level III, the writing of short connected passages from English into Latin is preferable to the writing of isolated sentences. An editorial from a newspaper, carefully adapted, or a passage imitative of Cicero would be of great pedagogical value. The following is a sample of the latter:

> Leave the city, Catiline. Go into exile if you wish. If you do this you will free us of all danger. The country has feared you for too long a time. Don't you think that you ought to leave and take with you your evil band of conspirators?

Derivation and Word Study

As in Levels I and II, a knowledge of prefixes and suffixes can be of great help to a student in arriving at the meaning of new words encountered in his reading of Latin authors. Besides increasing his Latin vocabulary enormously, such knowledge will also be of value in determining the correct meaning of compound words in English.

Below is a list of prefixes and suffixes to be taught in Level III.

PREFIXES

ambi
ante
bene
bi
contra
extra
intra
male
non
post
praeter
quadri
retro
se
semi
super
tri

SUFFIXES

Latin Suffix	*English Equivalent*	*English Words*
bilis, ilis	ble, ile	probable, docile
culum	cle	cubicle, vehicle
ium	ium	tedium, odium
mentum	ment	monument, element
tura	ture	culture, signature

The following suffixes are also to be taught:

ellus as in *libellus*	(diminutive)
olus as in *filiolus*	(diminutive)
sco as in *lucesco*	(inceptive or inchoative)
to as in *dicto*	(frequentative)

CONTENT AND SCOPE, LEVEL III

A review of the forms and structures of Levels I and II is essential. New material appears below.

Forms

1. NOUNS
   - a. Declension of the irregular nouns *domus, nemo,* and *vis.*
   - b. Locatives such as *Romae, domi, ruri.*
2. VERBS
   - a. Conjugation of *malo* (a compound of *magis* and *volo*)
   - b. Present imperative of deponent verbs (passive imperative)
   - c. Ending of the second person singular passive in *-re,* e.g., *vocare* instead of *vocaris, sequebare* instead of *sequebaris.*

Grammatical Structures

1. NOUNS AND PRONOUNS
   - a. Genitive with certain adjectives: Est peritus *iuris.*
   - b. Dative of possession: Sunt *mihi* pater et mater.
   - c. Accusative of place to which without a preposition: *Domum* contendit. *Romam* fugit.
   - d. Ablative.
     - Place from which without a preposition: *Domo* abiit. *Roma* profecti sunt.
     - Comparison: Quis est *Catilina* magis improbus?
     - Measure of difference: Castra *tribus milibus* passuum absunt.
     - With certain adjectives: *Honore* dignus est.
     - With certain verbs, such as *utor, fruor,* and *potior: Oppido* potitus est.
   - e. Locative: *Romae* habitat. *Domi* sumus.
2. VERBS IN THE SUBJUNCTIVE
   - a. Hortatory: Statim *abeamus.*
   - b. Jussive: Arma *capiant.*

c. Deliberative: Te ut ulla res *frangat?*
d. Potential: Aliquis *dicat.*
e. Optative: Utinam Cicero *viveret!*
f. Relative clause of characteristic: Sunt qui taciti *sint.*
g. Anticipatory clauses with *dum, priusquam,* and *antequam:* Exspectant dum *loquatur.*
h. Clause after a verb of fearing: Vereor ne *discedat.*
i. Clause after an expression of doubt: Non dubium est quin *veniat.*
j. Conditional clauses
    Future less vivid (should . . . would): Si *veniat,* eum *videam.*
    Contrary to fact: Si *venisset,* eum *vidissem.*
    Simple (indicative): Si *veniet,* eum *videbo.*

3. NEGATIVE IMPERATIVE

Noli egredere, Catilina.
Nolite currere, socii.

4. PERIPHRASTIC CONSTRUCTIONS

Active: Cicero *locuturus est.*
Passive: Negotium mihi *conficiendum est.*

Vocabulary List, Level III

abhorreo
acerbus
aedes
aegre
aes (alienum)
aeternus
affero
affligo
aio
alienus
aliquando
an
ara
argentum
aspectus
assequor

attingo
auctor
auspicium
avus

beatus
benevolentia
bini

carcer
careo
celebro
censeo
censor
cerno
clemens

cognomen
colo
comitia
Comitium
commemoro
commendo
concido
condo
confido
coniurati
coniuratio
coniuro
conscientia
considero
constantia
consultum

contentus
contio
credibilis
cunctus
curia
custodia
custodio
custos

decerno
defero
delecto
delubrum
demens
denique
depello
deprehendo
designatus
desino
detrimentum
differo
dignitas
diligo
diripio
dissentio
doctrina
domesticus

effero
erudio
etenim
excello
excito
exitium
expeto
exsilium
exsisto
exstinguo
exterus

facinus
familiaris
fateor
fatum
felicitas
fere
fidus
flamma
foedus
frequens
frigus
fructus
fruor
furor

hinc
honestas
honestus
humanitas

iaceo
Idus
illustro
impendeo
imperitus
improbus
incendium
indicium
indico (are)
indignus
ingenium
interitus
intersum
invideo
invidia
iste
iterum
iucundus
iudex
iussus
iustus
iuvo

Kalendae

latrocinium
lenis
libenter
libido
locuples
lumen

malo
manifestus
memini
metuo
metus
moenia
motus
mulier
municipium
muto

navalis
neco
nefarius
ni (nisi)
nimis
nimius
nomino
Nonae
nosco
nuper

obeo
obliviscor
obscurus
occultus
odi
odium
omen
omitto
onus
opinio

(ops) opis
Optimates
opto
ora
orbis
ornamentum

parens
partim
patefacio
patrius
percipio
perditus
perdo
pereo
perfero
periculosus
pernicies
perniciosus
perpetuus
pertimesco
pestis
placeo
placo
pontifex
popularis
potius
praecipio
praeclarus
praeditus
praesertim
praesum
praetereo
praetermitto
pridem
privatus
probo
profecto
profiteor

quando
quasi
queror
quies
quiesco
quin
Quirites
quisquam
quodsi
quoniam
quotiens

recordor
regius
regno
religio
reperio
repudio
requiro
revoco
Rostra
rus

sacrificium
sapiens
scelus
scriptor
secerno
sedes
senectus
senex
sensus
sermo
servio
severitas
severus
sica
sicut
simulacrum
sin
singularis
sive
societas
soleo
somnium
spiritus
stultus
supplicatio
supplicium

taceo
tam . . . quam
tango
tectum
tego
temperantia
tenuis
testis
togatus
tribuo
triumpho
triumphus

universus
usque
uter
utilitas
uxor

vado
vagor
varietas
varius
vectigal
vehemens
veho
veritas
versor
versus (n)
vestigium
vetus
vicinus
vinculum
violo
voluptas

Idiomatic Expressions, Level III

1. ad multam noctem
2. amans patriae
3. agitur de ——
4. apud se (aliquem, etc.)
5. aere alieno premi
6. causam dicere
7. certiorem facere
8. certum (mihi) est
9. consilium capere
10. cum primum
11. cum . . . tum
12. consulere alicui
13. domi militiaeque
14. est mihi tanti
15. ex consuetudine mea
16. ex tempore
17. famae meae servire
18. finem facere
19. fortuna secunda uti
20. iam diu
21. iam pridem
22. in dies
23. in reliquum tempus
24. in viam se dare
25. ius dicere
26. ius iurandum
27. litteras dare
28. moleste ferre
29. multo die
30. multum (plus, plurimum) posse
31. multum (plus, plurimum) valere
32. orationem habere
33. orbis terrae (terrarum)
34. operae pretium est
35. parvi refert
36. patres conscripti
37. post hominum memoriam
38. post urbem conditam
39. potius quam
40. qua de causa
41. quam ob rem
42. quid est quod
43. poenam dare
44. referre ad senatum
45. senatui placet
46. sententiam rogare
47. summa res publica
48. tanti est
49. tum . . . cum
50. vectigalia exercere
51. vim adhibere
52. vim facere
53. vim et manus afferre

Culture and Background, Level III

The following is a suggested list of topics to be treated in Level III. These topics may be taken up to provide background material when the study of an author or work is begun, and to illuminate and make more intelligent the student's reading of oratory, history, essays, and letters. They should also be taken up as they become pertinent through allusions in the text, the daily press, films, or radio and television programs.

PLACES OF INTEREST

1. Places mentioned in reading selections
   Alexandria, Antioch, Athens, Bithynia, Brundisium, Cappadocia, Capua, Carthage, Cilicia, Corinth, Etruria, Ostia, Pompeii, Praeneste, Syracuse, Tiber River, etc.
2. Geographical names connected with Cicero
   Arpinum, Basilicae, Capitoline Hill, Campius Martius, Carcer, Comitium, Curia Hostilia, Faesulae, Formiae, Forum Romanum, Heraclea, Mulvian Bridge, Palatine, Reate, Rostra, Tabularium, Temples of Castor and Pollux, Concord, Jupiter Capitolinus, Jupiter Stator, Saturn, Vesta; Tullianum, Viae (Appia, Flaminia, Latina, Sacra)

PROMINENT CONTEMPORARIES OF CICERO

Antonius (Gaius), Archias, Atticus, Brutus, Catiline, Cethegus, Clodius, Hortensius, Lentulus, Lucullus, Manilius, Mithridates, Octavian, Pompey, Sallust, Sertorius, Tigranes, Tiro, Verres

ROMAN RELIGION

The growth of the city led to adapting the old gods and festivals to city life, and to the introduction of gods and cults to insure worship on behalf of the state. Religion became organized (priests, colleges, ceremonies).

1. Collegia
   Pontifices — headed by Pontifex Maximus
   Augures — auspicia, omens
   Fetiales — making treaties, declaring war
2. Other groups
   Vestales
   Haruspices
   Keepers of the Sibylline Books

ROMAN GOVERNMENT

1. Review of the three orders of society
2. Groups that enjoyed varying degrees of citizenship:
   Libertini, Coloniae, Municipia, Civitates Foederatae
3. Popular assemblies:
   Comitia Centuriata and Tributa
4. The Senate
   Powers, duties, senatus consultum, senatus consultum ultimum
   Meeting place: Curia or some temple
5. Review of the chief Roman officials

ORATORY IN CICERO'S DAY

Oratory, the only mass medium of communication in antiquity, was very important in Roman public life.

1. Main types of speeches

   Ad Iudices — addressed to a jury in cases of prosecution or defense; e.g., *In Verrem, Pro Archia.*

   Ad Patres Conscriptos — to praise or censure someone, or to advocate or oppose some measure; e.g., first oration *In Catilinam;* speech on the Consular Provinces.

   Ad Quirites — delivered to the people from the Rostra, dealt with matters of public interest; e.g., *De Lege Manilia.*

2. Divisions of an oration

   exordium
   narratio
   propositio
   confirmatio
   refutatio
   peroratio

3. Rhetorical figures

   These were used in order to produce an effect, to add picturesqueness, to promote emphasis, to impart poetic feeling. Some of the more important figures used by Cicero are: alliteration, anaphora, antithesis, chiasmus, climax, hyperbole, irony, metaphor, metonymy, personification, preterition, simile, symmetry, synecdoche, triad, word play.

EVENTS IN THE LIFE OF MARCUS TULLIUS CICERO

1. Birth

   January 3, 106 B.C., near Arpinum. His father belonged to the equestrian order.

2. Education

   In Rome he studied rhetoric, poetry, and philosophy. Archias was one of his teachers. Continued his education at Athens and at Rhodes.

3. Private life

   His first wife, Terentia, bore him two children — a daughter, Tullia, and a son, Marcus. Divorcing Terentia, he married Publilia. Untimely death of Tullia dealt him a crushing blow.

4. Political career

Began his *cursus honorum* as quaestor in Sicily in 75 B.C. Later prosecuted Verres for the Sicilians. Opposing orator was Hortensius, whom Cicero superseded as Rome's foremost orator. Then aedileship, praetorship, consulship (as a *novus homo*). Suppression of the Catilinarian conspiracy. Acclaimed *pater patriae.* Clodius succeeded in obtaining Cicero's exile. Recall to Rome, and resumption of activities as lawyer. Wrote philosophy. Proconsul of Cilicia. Sided with Pompey in Civil War; pardon by Caesar. Enmity of Antony, the Philippics, proscription and assassination near Formiae. Career marked by honesty and ability. Devotion to family and humaneness to slaves. Often too conservative and lacking in consistency.

5. Some important dates in Cicero's life:

106 B.C. — birth
81 B.C. — first appearance as a lawyer
79 B.C. — studied at Athens
78 B.C. — studied under Molo, at Rhodes
77 B.C. — married Terentia
75 B.C. — quaestor in Sicily
70 B.C. — prosecution of Verres
69 B.C. — aedile
66 B.C. — praetor; first political speech, *De Lege Manilia*
63 B.C. — consul; suppressed Catiline's conspiracy and delivered the four Catilinarian orations
62 B.C. — speech *Pro Archia*
58 B.C. — forced into exile by Clodius
51 B.C. — appointed proconsul of Cilicia
49 B.C. — outbreak of Civil War; joined Pompey's side
46 B.C. — divorced Terentia; married Publilia
45 B.C. — divorced Publilia; death of Tullia
44 B.C. — assassination of Caesar; Philippics against Antony
43 B.C. — formation of Second Triumvirate; assassination of Cicero

6. Works, Accomplishments, Influence

Orations — Cicero and Demosthenes rank as the two greatest orators in history. Over fifty speeches extant. Some of the best known:

In Catilinam (four speeches), *Pro Archia, De Imperio Cn. Pompei* (on the Manilian Law), *Philippics, De Provinciis Consularibus, In Verrem.*

Essays — on oratory and on philosophy — based mainly on Greek writings; e.g., *De Oratore, De Re Publica, Tusculanae Disputationes, De Senectute, De Amicitia, De Officiis.*

Letters (Epistulae) — *ad Familiares, ad Atticum, ad Quintum Fratrem, ad M. Brutum*

Cicero, the greatest Latin prose writer, had a profound influence on writers of succeeding generations; e.g., Burke, Locke, Montaigne.

RECKONING TIME

1. The Year

   By the names of the two consuls: *Cicerone et Antonio consulibus* (63 B.C.)

   Counting from 753 B.C. (date of founding of Rome)

   A.U.C. stands for *Ab urbe condita* or *Anno urbis conditae*

2. The Month and Day. Reckoning backwards from three fixed points in a month:

   Kalendae, Nonae, Idus, three plural feminine nouns, modified by the adjectival names of the months; e.g.,

   a.d.v. Kal. Apr. = March 28; *pridie Kalendas Ianuarias* = December 31

3. Day from sunrise to sunset — twelve *horae,* varying in length according to the season; sundials; water clocks

Suggested Readings

Although Cicero is the author most frequently read in Level III, many textbooks also have worthwhile selections from Sallust, Pliny, Gellius, Petronius, Seneca, and Quintilian.

By way of introducing the student to Cicero's style, it is recommended that the teacher start not with the Catilinarian orations but with the Manilian Law. Because it is logical, well-planned, and fairly simple in sentence structure and vocabulary, the Manilian Law offers fewer obstacles to comprehension. In order of difficulty and importance, the following literary works of Cicero are suggested:

Manilian Law (excerpts)
Catiline I
Catiline III
Archias
Letters (selected)
Oration Against Verres (excerpts)
Oration Against Antony (excerpts)
De Amicitia
De Senectute

Memorization

The following quotations from Cicero are worthy of memorization:

First Oration Against Catiline

Section I 1. Quo usque tandem abutere, Catilina, patientia nostra?

Section I 2. O tempora, o mores! Senatus haec intellegit, consul videt; hic tamen vivit.

Section III 8. Nihil agis, nihil moliris, nihil cogitas quod non ego non modo audiam sed etiam videam planeque sentiam.

Section IV 9. O di immortales! ubinam gentium sumus? quam rem publicam habemus? in qua urbe vivimus?

Section V 13. Exire ex urbe iubet consul hostem.

Section IX 22. Neque enim is es, Catilina, ut te aut pudor a turpitudine aut metus a periculo aut ratio a furore revocarit.

Section X 25. Ad hanc te amentiam natura peperit, voluntas exercuit, fortuna servavit.

Section XII 30. Exstinguetur atque delebitur non modo haec tam adulta rei publicae pestis verum etiam stirps ac semen malorum omnium.

Third Oration Against Catiline

Section X 23. Erepti sine caede, sine sanguine, sine exercitu, sine dimicatione.

Section XI 26. Quibus pro tantis rebus, Quirites, nullum ego a vobis praemium virtutis, nullum insigne honoris, nullum monumentum laudis postulabo praeterquam huius diei memoriam sempiternam.

Oration on Behalf of Archias

Section I 2. Etenim omnes artes quae ad humanitatem pertinent habent quoddam commune vinculum et quasi cognatione quadam inter se continentur.

Section VII 15. Cum ad naturam eximiam et illustrem accesserit ratio quaedam conformatioque doctrinae, tum illud nescio quid praeclarum ac singulare solere exsistere.

Section VII 16. Haec studia adulescentiam accuunt (alunt), senectutem oblectant, secundas res ornant, adversis perfugium ac solacium praebent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur.

Oration on the Manilian Law

Section X 28. Ego enim sic existimo, in summo imperatore quattuor has res inesse oportere, scientiam rei militaris, virtutem, auctoritatem, felicitatem.

Section XIII 38. Nec enim potest exercitum is continere imperator qui se ipse non continet.

LEVEL IV

IMPORTANCE OF LEVEL IV

It is generally recognized that to gain proficiency in a foreign language, ancient or modern, a longer sequence of study is imperative. "Ideally, two years should be given to advanced work in Latin, one devoted to prose, the other to poetry."[1] One or even two years of study of a language can be very frustrating. At least three, and preferably four years of foreign language study will bring rewards that are unattainable in a shorter period of time.[2]

The sections devoted to Levels I, II, and III have been concerned with teaching the student to understand and appreciate Latin prose. This section for Level IV will present a course of study in Latin poetry. The fourth level will introduce the student to the best in Latin poetry, i.e., works by Vergil, Ovid, and where possible, Horace, Catullus, Martial, and other Latin poets.

Because of their greater maturity, students in Level IV will be able to understand and appreciate the masterpieces of these authors, and to enjoy them for the aesthetic, artistic, and human qualities that have enabled them to exert so great an influence on the literature, art, and thought of Western civilization for twenty centuries. These works have served and still serve as models of European and American literature. They are the best introduction to a study of literary history. As first-class models, they furnish the finest criteria of excellence. The student has direct contact with literature that had influenced Dante, Chaucer, Shakespeare, Milton, Shelley, Corneille, Goethe, and countless others. In reading the *Aeneid,* written in "the stateliest measure ever moulded by the lips of man," the student will be carried away by the vigor and enthusiasm of Vergil's style, the beauty and perfection of his verse. In

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[1] *Syllabus in Latin,* The New York State Education Department (Albany, 1956), p. 83.

[2] In an article published jointly in *PLMA,* September, 1964, and *The Classical Journal,* October, 1964, W. R. Parker states: "An absolute minimum of *four* years of *one* foreign language, ancient or modern, makes sense, for it can provide meaningful proficiency."

Ovid's *Metamorphoses* the student will gain a clearer insight into Roman mythology and thrill to the stories of love and adventure. He will come to appreciate Vergil and Ovid as precursors of the modern novel.

"Vergil's *Aeneid* is not merely the noblest expression of the Roman mind in poetry: it is also one of the greatest achievements in the literature of the world. For some two thousand years, it has been an accepted model for epic or heroic poetry, and modern literature is full of echoes or imitations of its phrases, its ideas, its situations, and its incidents. It still serves as a standard of chaste and self-restrained poetic art. . . . Thus, familiarity with the *Aeneid* is not only valuable in itself, but also enriches and intensifies our appreciation of poetry in general. The works and the spirit of Vergil are a part of the intellectual and artistic inheritance of our race."[1]

Students who have read poetry only in modern languages will now become familiar with that body of Latin poetry which forms the base of so much later literature, and with that poetry's style, structure, and rhetorical devices and figures.

It should be noted, in passing, that the arguments generally advanced for reading translations, instead of the original, do not apply to poetry. Poetry, by its very nature, defies translation. One can render a Latin poem into English prose or even English poetry. The result, however, is a far cry from the original. Missing are certain rhetorical figures, verbal connotations and nuances, the order of words, the sounds of letters, poetic imagery, etc. These elusive qualities can sometimes be approximated but never faithfully reproduced in another language.

Also in Level IV the student will come to realize the continuity of history as it affects his daily life. The perennial problems of universal peace, personal liberty, and human values will be fully explored in their application to the Augustan Age and the present Atomic Age. The questions of law, justice, duty, idealism, destiny, immortality — these and many other significant topics raised in the reading of the poets — all point to the paramount importance of Level IV.

AIMS

1. The primary objective in Level IV is to read Latin poetry for appreciation and enjoyment. Although Vergil's *Aeneid* will be the principal poem read, works by other Roman poets, particularly Ovid, are highly recommended.

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[1] J. B. Greenough, and others, *Vergil's Aeneid* (Boston: Ginn and Co., 1930), p. 3, Introduction.

2. An understanding and appreciation of the essential principles of prosody. This will include a knowledge of metrical terms, such as dactyl, spondee, hexameter, elision, ictus, hiatus, caesura, etc. The student will learn the difference between a meter based on quantity and one based on accent. He will also learn to write the scansion of dactylic hexameter verse.
3. A review of literary devices and rhetorical figures learned in Level III, and the addition of new ones, such as hendiadys, onomatopoeia, litotes, tmesis, zeugma, oxymoron, and hysteron proteron.
4. The acquisition of background material in connection with the authors read in Level IV. This would include the life of Vergil and his influence upon the world's thought and literature, his perception of Rome's destiny, and his ideals of piety, simplicity, and virtue. A study of the age of Augustus will shed light on the historical setting of the *Aeneid* and Vergil's chief motive in writing it.
5. The learning of a vocabulary peculiar to poetry.
6. The recognition of forms and structures found chiefly in poetry.
7. Memory work. Some of the most famous sayings in Latin literature come from Vergil's *Aeneid* and Ovid's *Metamorphoses.*
8. Continued study of roots, prefixes, and suffixes, and their application in determining the meaning of new words in both Latin and English. Also, the study of diminutives and patronymics.
9. The study of mythology not only for a proper interpretation of Ovid's *Metamorphoses,* but also for the understanding and enjoyment of allusions to myths appearing in world literature in general, and in English literature in particular.

GUIDING PRINCIPLES

1. Since the reading and appreciation of poetry is the central aim of Level IV, the characteristics of poetry, as distinguished from prose, should be amply illustrated.
2. Oral reading of dactylic hexameters should be practiced at every session of the class.
3. The difference between metrical reading based on *quantity,* as in Latin, and on *accent,* as in English, should be made abundantly clear.
4. Rhetorical and grammatical figures in Latin poetry should be compared with similar figures in English literature.

5. The debt we owe the Romans in the field of mythology should be stressed.
6. Supplementary reading in areas demonstrating Vergil's perennial influence, such as the works of Dante, Spenser, Chaucer, Milton, and Byron, should be sedulously encouraged.

METHODOLOGY

Level IV is primarily a cultural course that introduces the student to Latin poetry. The student is guided to an appreciation of one of the world's greatest epic poems. The methods employed to teach this rich heritage in the most rewarding way depend largely on the training and ingenuity of the teacher. A few suggestions are presented here that may prove valuable to the teacher of Level IV.

- Latin poetry was meant to be read aloud. No interpretation of a passage should ever be attempted before this initial step is taken. Oral reading will enable the student to appreciate the poetic artistry of the Roman poets.
- Memorizing famous verses from the *Aeneid* will help in mastering scansion and the art of reading with proper attention to the meter and cadence of the dactylic hexameter.
- The use of tapes in the classroom and in the language laboratory may enhance the student's ability to scan and read Latin verse properly.
- Translation should not be the only method used to test a student's knowledge of a passage. Judicious questioning on comprehension and on the meaning of key words and phrases is another device that may be used for the sake of variety. Translation into English verse should be encouraged on occasion. Comparison of the student's efforts should be made with those of such translators as Dryden, Conington, and Mackail.
- The study of grammatical structures should be undertaken chiefly to clarify otherwise obscure meanings and to emphasize those structures peculiar to poetry.
- Since it is impossible, in the time allotted, to read in the original all twelve books of the *Aeneid,* the sections omitted should either be summarized or read in translation. In this way the *Aeneid* will be appreciated in its entirety.
- The teacher should not fail to enrich the course by pointing out the frequent use of grammatical and rhetorical figures in the *Aeneid,* classical allusions in modern literature, the immortality of Vergil as a

constant source of inspiration to other writers and to artists and composers, and the features in his work that provide a touchstone for excellence.

CONTENT AND SCOPE

A review of the forms and structures of Levels I, II, and III is advisable only when deemed necessary. Below appears material peculiar to the poetry of Level IV.

Forms

1. NOUNS
   - a. Genitive plural ending in *-um* instead of *-arum, -orum, -ium, -uum.*
     Examples: *deum* for *deorum; currum* for *curruum*
   - b. Dative singular ending in -u instead of -ui.
     Example: *curru* for *currui*
   - c. Nouns, originally Greek, that retain certain Greek case endings:
     first declension nouns ending in the nominative singular in *-e, -as, -es,* as *Andromache, Aeneas, Anchises.*
     third declension nouns ending in the accusative singular in *-a,* as *aera, aethera.*

2. PRONOUNS
   olli and *ollis* instead of *illi* and *illis.*
   quis instead of *quibus.*
   mi instead of *mihi.*

3. VERBS
   - a. Imperfect indicative of the fourth conjugation ending in *-ibat, -ibant* instead of *-iebat, -iebant,* as *lenibat* for *leniebat.*
   - b. Perfect indicative ending in *-ere* instead of *-erunt,* as *tenuere* for *tenuerunt.*
   - c. Contracted forms, such as
     accestis for *accessistis*
     exstinxem for *exstinxissem*
     traxe for *traxisse*
   - d. The use of the future imperative
   - e. The use of the supine

Grammatical Structures

1. NOUNS
   - a. Genitive

     of *specification* instead of the ablative: ***fessi rerum*** (weary of toil).
     of *separation* instead of the ablative: ***operum solutis*** (free from labors).

   - b. Dative

     of *place to which* instead of the accusative: ***it clamor caelo*** (a shout goes up to heaven).
     of *agency* with any passive verb, instead of the ablative: ***neque cernitur ulli*** (nor is he seen by anyone).

   - c. Accusative

     of *specification* instead of the ablative: ***nuda genu*** (with her knee bare).
     of *place to which* without a preposition where prose requires one: *Italiam venit* (he came to Italy).
     as the *object* of a verb in the passive voice (really the Greek middle voice): *inutile ferrum cingitur* (he girds on the useless steel).

   - d. Ablative

     of *place where* without a preposition where prose requires one: *terris et alto* (on land and sea).

2. VERBS
   - a. Imperative with *ne* to express a negative command, instead of *noli* with the infinitive: *equo ne credite* (trust not the horse).
   - b. Infinitive

     to express *purpose* instead of the subjunctive:
     non populare venimus (we have come not to lay waste).
     to express an *exclamation:*
     mene incepto desistere! (that I should desist from my purpose!).

   - c. Supine

     the accusative to express *purpose:*
     venerunt visum (they came to see).
     the ablative to denote *specification:*
     mirabile dictu (wonderful to tell).

Vocabulary List, Level IV

abdo
accendo
accingo
acutus
adeo (adv.)
adhibeo
adimo
adrigo
adsiduus
adsto
adversus
adverto
aenus
aequor
aer
aes
aether
aetherius
aevum
affor
agito
agnosco
agrestis
ala
alacer
albus
ales
aliter
almus
alo
altaria
alternus
ambo
amictus
amnis
amoenus
amplector
anguis
anima
antrum
appareo
appeto
apto
aptus
arceo
arcesso
arcus
ardeo
arduus
armentum
aro
artus
arvum
asper
aspicio
astrum
ater
atrox
attollo
attono
aufero
augurium
aura
auris
aurora
avaritia
avello
avidus
axis

benignus
bibo
bos

caecus
caeruleus
caleo
candeo
candidus
cano
capillus
carina
carmen
carpo
castus
caterva
caveo
cavus
celeber
celsus
certamen
certo
cervix
ceu
charta
chorus
cieo
cingo
cinis
citus
clipeus
colligo
collum
colonus
coma
comitor
compello
complector
compono
concutio
confertus
confiteor
confligo
congredior
coniugium
conscius
consto
contemno
contingo
conubium

convello
converto
convivium
corripio
coruscus
creo
cresco
crimen
crinis
croceus
cruentus
cruor
culmen
cultus
cunctor
cupido
curvus
Cytherea

damno
daps
decedo
decet
decorus
decus
demum
densus
deprecor
desero
designo
desuper
dirigo
dirus
dispergo
diversus
dives
divus
doleo
dolus
donec
dubius
duplex

ebur
edo *(eat)*
effugio
effundo
egeo
en
ensis
epulae
equidem
ergo
erro
error
eruo
evado
excutio
exigo
exiguus
expedio
extemplo

facies
fallax
fallo
fames
fas
fatalis
fatigo
fauces
faveo
fax
ferio
ferox
ferus
ferveo
fessus
figo
fingo
flavus
flecto
fleo
fletus
fluctus
fluvius
fons
for
foris
fors
fortasse
foveo
fraus
fremo
frons, -dis
frons, -tis
fulgeo
fulmen
fulvus
fumus
fundo
funus
furo

geminus
gemitus
genitor
germanus
gigno
glomero
gradior
gradus
gressus
grex
gurges

haereo
harena
hasta
haud
haurio
herba
heros
heu
hio
horreo
hymenaeus

iacto
ignarus
imago
imber
immanis
immensus
immineo
immo
impius
impleo
implico
inanis
incumbo
infandus
insto
insulto
intus
invado
iuvencus
iuventus
iuxta

labor (*v.*)
lacesso
lacrimo
lacus
laedo
laetitia
laetus
laevus
lateo
latex
laxo
lentus
letum
levo
limen
linquo
liquidus
longinquus
luceo
luctor
luctus
lucus
lugeo
lustro

maeror
maestus
magnanimus
mandatum
Manes
marmor
membrum
memor
memoro
mergo
mico
minor (*v.*)
mirabilis
miror
mirus
misceo
miseror
mitis
moles
molior
mollis
monstrum
mundus
munus
murmur

namque
necto
nefas
nemus
nepos
nequiquam
niger
nimbus
nix
no
nubes
numen
nympha

obstipesco
obvius
ocius
omnipotens
opacus
origo
os (oris)
os (ossis)
osculum
ovo

pabulum
paco
pactum
paenitet
palleo
palma
pando
parco
pasco
passim
pectus
pecus
pelagus
Penates
pendeo
pendo
penetralis
penitus
perago
pietas
pingo
pinguis
pinna
pius
placidus
polus
pondus
pontus

posco
postis
praeceps
precor
prex
procul
proles
promitto
prora
prospicio
pubes
pudor
puppis
purpureus

qua
quatio
quicumque
quisquis

rabies
radius
ramus
rapidus
ratis
reliquiae
remus
respicio
reviso
robur
ruina
rumor
ruo
rupes

sacerdos
sacro
saeculum
saevio
saevus
sal
sanguis
sceptrum
scopulus
seco
securus
sepulcrum
serenus
sero (sevi)
sidus
sileo
simulo
sino
sinus
sisto
solidus
solum (*n.*)
sonitus
sono
sopor
sors
spargo
sperno
spiro
spolium
spumo
sterno
strepitus
strideo (strido)
stringo
struo
sublimis
superi
surgo
suspendo

taurus
tellus
tendo
ter
texo
thalamus
tono
torqueo
torus
tremo
trepidus
tumulus
turba
turbo (*n.*)
turbo (*v.*)

uber (*n.*)
ulciscor
ultor
ultra
ultrix
ultro
umerus
uro
utinam

vanus
vastus
vates
velox
velum
velut
veneror
vertex
vincio
virgo
viridis
visus
vitium
vitta
volo (-are)
volucer
volvo
voveo
vulgus
vultus

Versification

Since versification or prosody, as the study of metrical structure is called, is an essential feature of Level IV, it is important at the outset to acquaint the student with the new nomenclature. Below is a list of metrical terms frequently used.

DACTYL: a long syllable followed by two short syllables
SPONDEE: two long syllables
HEXAMETER VERSE: a line of poetry containing six feet
DACTYLIC HEXAMETER: a line of poetry containing six feet with dactyls prominent (The last foot is regularly a spondee; the fifth foot is usually a dactyl.)
SPONDAIC VERSE: a verse whose fifth foot is a spondee
SCANSION: the analysis of verse to show its meter (orally or in writing)
ICTUS: the stress given to the first syllable of a dactyl or spondee
THESIS: the part of a foot that bears the ictus
ARSIS: the unaccented part of a foot
SYLLABA ANCEPS (doubtful syllable): the last syllable of a verse which may be long or short depending on the requirements of the verse
CAESURA: a pause in the reading of a verse, occurring usually in the middle of the third foot
HIATUS (gaping): the coming together of two vowels not forming a diphthong; considered objectionable to the Romans
ELISION: the removal of hiatus by eliding the final vowel or diphthong of the first word (Elision also takes place with a vowel before the letter *h*, and in a word ending in *m* preceded by a vowel, in which case both *m* and the vowel are elided.)
POETIC LICENSE: the departure from rigid adherence to the laws of versification

Grammatical and Rhetorical Figures

Grammatical and rhetorical figures serve to embellish a poem and lend it charm and character. Much of the beauty of the *Aeneid* is attributed to Vergil's frequent use of these figures. It is important for the student to recognize the most commonly used figures in order to gain full appreciation of a poem. Following is a list of figures arranged in alphabetical order.

ALLITERATION: the use of several words beginning with the same letter or sound (mostly initial)
magno cum murmure montis (*Aen.* I, 55)

Anaphora: repetition of a word for emphasis
Mirantur dona Aeneae, *mirantur* Iulum (*Aen.* I, 709)
Anastrophe: inversion of the usual order of words
Italiam contra (*Aen.* I, 13) instead of *contra Italiam*
Asyndeton: the omission of conjunctions
urbe, domo socias (*Aen.* I, 600)
Chiasmus: the arrangement of pairs of words in reverse order
Ilionea petit dextra laevaque Serestum (*Aen.* I, 611)
Hendiadys: the use of two nouns joined by *et* instead of one noun with a modifier
vinclis et carcere (*Aen.* I, 54)
Hysteron Proteron: a reversal of the normal order of ideas
moriamur et in media arma ruamus (*Aen.* II, 353)
Litotes: the affirming of something by denying its opposite
non simili poena (*Aen.* I, 136)
Metonymy: the substitution of one word for another related to it
Bacchi (*Aen.* I, 215), where *vini* would be expected
Onomatopoeia: the use of a word whose meaning is suggested by its sound
Clamorque virum *stridorque* rudentum (*Aen.* I, 87)
Oxymoron: an apparent contradiction of terms
via invia (*Aen.* III, 383)
Personification: attributing human characteristics to an inanimate thing
pallentesque habitant Morbi (*Aen.* VI, 275)
Simile: an expressed comparison
ac velut formicae, etc. (*Aen.* IV, 402 ff.)
Synecdoche: the use of a part for the whole, or the reverse
natat *carina* (*Aen.* IV, 398), instead of *navis*
Tmesis: the separation of a compound word by one or more intervening words
quae me *cumque* vocant terrae (*Aen.* I, 610)
Zeugma: the use of a word in two connections, though strictly applicable only to one
inclusos Danaos et pinea furtim laxat claustra . . . (*Aen.* II, 258,9); *laxat* strictly applies only to *claustra*

Culture and Background

The following is a suggested list of topics to be treated in Level IV. These topics may be taken up to provide background material when the study of Vergil and other poets is begun, and to illuminate and make more intelligent and enjoyable the reading of Latin poetry. They should also be dealt with as they become pertinent through allusions in the text, the daily press, magazines, films, the theater, the opera, radio and television programs, as well as in literary works.

PLACES OF INTEREST (mentioned in the reading of Vergil and also those connected with his life)

Aegean Sea, Aeolia, Alba Longa, Argos, Asia, Aulis, Avernus, Brundisium, Caieta, Carthage, Cnidus, Cremona, Crete, Cumae, Cyprus, Cythera, Delos, Etruria, Greece, Mt. Ida, Ithaca, Lacedaemon, Latium, Lavinium, Lydia, Mantua, Naples, Ostia, Mt. Parnassus, Peneus River, Phrygia, Samos, Sicily, Tempe, Thrace, Troy, Tyre

PROMINENT FRIENDS AND CONTEMPORARIES OF VERGIL

Augustus, Horace, Maecenas, Ovid, Pollio

THE AUGUSTAN AGE (ca. 40 B.C. to 15 A.D.)

1. Achievements and features

   Peace, splendor, political security, extension of empire, patriotism, morality, religion, and piety

2. Literature

   Encouraged by patrons and developed as an art in an era of peace and through pride in Rome's glory; influenced by Greece and Alexandria

3. Comparison with Republic and with Ages of Pericles, Elizabeth, Louis XIV

4. Writers

   Vergil — *Eclogues, Georgics, Aeneid*
   Horace — *Satires, Epodes, Odes, Epistles, Ars Poetica, Carmen Saeculare*
   Ovid — *Metamorphoses, Amores, Heroides, Tristia, Fasti*
   Livy — History *(Libri Ab Urbe Condita)*
   Propertius — Elegiac poems of love
   Tibullus — Elegiac poems; wrote of love and idyllic life of the country
   Vitruvius — *De Architectura,* in ten books
   Phaedrus — "Aesopian" beast fables written in iambic senarii

POETRY

1. Types: lyric, elegiac, narrative, didactic, epic
2. Meters: dactylic hexameter, "pentameter" and elegiac couplet; sapphic, alcaic, etc.

MYTHS, LEGENDS, RELIGION

Jupiter, Juno, Venus, Neptune, Apollo, Diana, Mercury (major deities); Aeolus, Aurora, Cupid, Iris, et al. (minor deities); Eumenides, Parcae, Nymphs, Graces; Janus, Lares and Penates; world of the dead — Tartarus, Charon, Elysium, rivers, denizens; famous myths — Tantalus, Sisyphus, Prometheus, Ixion, Niobe, Hercules, Theseus; monsters — Cerberus, chimaera, sphinx, Harpies, Sirens, Centaurs, Cyclops, Gorgons; Titans and Giants; omens, portents, oracles, Sibyls (Delphi, Cumae); sacrifices and festivals; historical and legendary characters; sanctuaries.

VERGIL'S LIFE (70-19 B.C.)

Birth and early years in northern Italy; knowledge and love of country life; introduction to Augustus, Maecenas, and Pollio; residence in Rome and membership in literary circle of Maecenas; Naples, and the writing of the *Aeneid;* trip to Greece, sickness, death

1. Works

   Eclogues (Bucolics): published in 42 B.C.; ten poems dealing mainly with imaginary shepherds and idealized idyllic life; the fourth ("Messianic") eclogue; comparison with idylls of Theocritus and other poets

   Georgics: published in 29 B.C., in four books, dealing with agriculture, orchards, stock-raising, apiculture. Unlike Hesiod's *Works and Days,* they are not merely didactic but are poems of artistic perfection, their aim being to edify and delight, and to glorify Italy and the rustic life. Stories like that of Orpheus and Eurydice are beautifully told.

   Aeneid: ten years to compose; comparison with *Iliad* and *Odyssey,* and with later epics; an epic of literary art; aimed to arouse national sentiment, to glorify and to justify the reign of Augustus and the lofty mission of Rome; polished style, full of artistic embellishment and of much learning; character portrayal: Aeneas, Dido, Turnus, Camilla, Juno, Venus, Mezentius, Evander, Pallas

2. Influence

   On Dante, Spenser, Chaucer, Milton, Tennyson, et al.

On the Middle Ages; *Sortes Vergilianae*
On sculpture, painting, music, drama

3. Art and Style

Polished hexameter: artful use of spondees and dactyls to suit the mood and the action

Diction: variety of synonyms; e.g., *mare, pelagus, altum, undae, aestus, pontus, Neptunus,* etc.; onomatopoeia; e.g., *mugire, ululare,* and whole lines like *"quadrupedante putrem sonitu quatit ungula campum"*

Arrangement of words: interlocking order, climax, juxtaposition, parenthetic order, chiasmus, etc.

Poetic imagery and devices: passages brightened and gilded with "all the chosen coin of fancy"; e.g., alliteration: *"quaeque lacus late liquidos"* (IV, 526); personification: *"Fama, malum qua non aliud velocius . . ."* (IV, 174); anaphora: *"nate . . . nate"* (I, 664-5); etc.

Suggested Readings

Readings in Latin poetry will depend, of course, on the textbook used. Although Vergil is the principal author read, many books include selections from Ovid, and some from Catullus, Horace, and Martial. Ovid is particularly recommended, since the mythological content and the storytelling technique of the *Metamorphoses* are very appealing to adolescents. A suggested list of readings follows:

VERGIL

Aeneid: Books I, II, IV, VI; other books to be summarized or read in translation

Eclogues: IV Pollio

Georgics

I, 121-159.	*Labor omnia vincit*
II, 136-176.	The glories of Italy
II, 458-502.	The carefree life of the farmer
IV, 387-527.	Orpheus and Eurydice

OVID

Metamorphoses

I, 1-162.	The four ages
I, 262-292.	The flood

I, 312-414.	Deucalion and Pyrrha
II, 1-328.	Phaethon
IV, 55-166.	Pyramus and Thisbe
IV, 662-763.	Perseus and Andromeda
VI, 165-312.	Niobe
VIII, 183-234.	Daedalus and Icarus
VIII, 618-724.	Philemon and Baucis
X, 8- 77.	Orpheus and Eurydice
X, 567-680.	Atalanta's race

CATULLUS

3.	*Passer mortuus est*
5.	Let us live and let us love
10.	Catullus' farewell to his brother
13.	An invitation to dinner
86.	Lesbia's charm
101.	Hail and farewell

HORACE

Odes

I, 2.	Ode to Augustus
I, 14.	*Carpe diem*
I, 20.	*Integer vitae*
II, 10.	The golden mean

MARTIAL

Epigrams

I, 10.	A legacy hunter
I, 32.	An expression of dislike
I, 47.	A doctor turned undertaker
II, 90.	A happy life
V, 43.	Real teeth versus false
VI, 17.	What's in a name?

Memorization

The following quotations from Roman poets are worthy of memorization.

Vergil

Aeneid I

Line 1. Arma virumque cano.
22. Sic volvere Parcas.
33. Tantae molis erat Romanam condere gentem.
94. O terque quaterque beati!
203. Forsan et haec olim meminisse iuvabit.
204,5. Per tot discrimina rerum tendimus.
364. Dux femina facti.
439. Mirabile dictu.
462. Sunt lacrimae rerum et mentem mortalia tangunt.
574. Tros Tyriusque mihi nullo discrimine agetur.
630. Non ignara mali miseris succurrere disco.

Aeneid II

Line 6. Quorum pars magna fui.
48. Equo ne credite.
49. Timeo Danaos et dona ferentis.
65,6. Crimine ab uno disce omnis.
159. Teneor patriae nec legibus ullis.
324,5. Venit summa dies et ineluctabile tempus Dardaniae.
Fuimus Troes, fuit Ilium . . .
354. Una salus victis nullam sperare salutem.
385. Adspirat primo Fortuna labori.
428. Dis aliter visum.

Aeneid IV

Line 173- Extemplo Libyae magnas it Fama per urbis,
177. Fama, malum qua non aliud velocius ullum.
Mobilitate viget virisque adquirit eundo;
parva metu primo, mox sese attollit in auras,
ingrediturque solo, et caput inter nubila condit.
347. Hic amor, haec patria est.
373. Nusquam tuta fides.
522,3. Nox erat, et placidum carpebant fessa soporem corpora per terras . . .
569- Varium et mutabile semper femina.
570.
700- Ergo Iris croceis per caelum roscida pinnis mille trahens
702. varios
adverso sole colores devolat . . .

Aeneid V

Line 231. Possunt, quia posse videntur.

Aeneid VI

Line 95. Tu ne cede malis, sed contra audentior ito.
126- Facilis descensus Averno;
129. noctis atque dies patet atri ianua Ditis;
sed revocare gradum superasque evadere ad auras,
hoc opus, hic labor est.
261. Nunc animis opus.
314. tendebantque manus ripae ulterioris amore;
438. Fas obstat.
620. Discite iustitiam moniti et non temnere divos.
847. Excudent alii spirantia mollius aera
853. (credo equidem), vivos ducent de marmore vultus,
orabunt causas melius, caelique meatus
describent radio, et surgentia sidera dicent:
tu regere imperio populos, Romane, memento
(hae tibi erunt artes), pacisque imponere morem,
parcere subiectis, et debellare superbos.

Georgic II

Line 33. Felix qui potuit rerum cognoscere causas.

Ovid

Atalanta

Line 14. Tanta potentia formae est.
27. Audentes deus ipse iuvat.
70. Sed non culpa mea est.
105. Meta erat longe.

Apollo and Daphne

Line 71. Nullis amor est sanabilis herbis

Catullus

Songs

Number 85, Line 1. Odi et amo.
Number 101, Line 10. In perpetuum, frater, ave atque vale!

Martial

Epigrams

Book I, Number 15, 12. Sera nimis vita est crastina: vive hodie!

Horace

Odes

Book I, 11, 8. Carpe diem, quam minimum credula postero.
22, 1. Integer vitae scelerisque purus.
II, 10, 5. Auream mediocritatem.
III, 30, 1. Exegi monumentum aere perennius.
30, 6. Non omnis moriar.

Part Two

TEXTBOOKS AND AUDIO-VISUAL RESOURCES

Textbooks

CRITERIA FOR SELECTION

An important function of teachers and supervisors is to evaluate textbooks and teaching materials with a view to making a wise selection. The proliferation of foreign language textbooks and teaching materials in the wake of extensive curricular changes has made evaluation a complex and time-consuming process. In view of this, it would be well to set down some criteria to guide those concerned with the selection of textbooks.[1]

General Criteria

PRACTICALITY. The textbook should not be overloaded with an unwieldy array of auxiliary aids and equipment.

ADAPTABILITY. Teachers should be able, when necessary, to depart from the sequence of topics in the textbook, to adapt or to add exercises and, in general, to make selective use of its contents to conform with local objectives, pupil ability, and curriculum requirements.

CONTINUITY AND PROGRESSION. In a textbook series, there should be continuity of subject matter and progression in difficulty from one volume to the next.

GRADE SUITABILITY. The textbook should be keyed to the interests and level of the students, e.g., the Level I textbook which claims to be suitable for both secondary and college students should be regarded with caution.

Checklist of Positive Criteria

In addition to the general criteria discussed above, a more complete checklist of criteria should serve as a summary and as detailed reference for different types of textbooks. No single textbook is expected to meet every one of the criteria. The additional details given in this checklist will permit more refined distinctions in the event that several textbooks, all of which meet the basic criteria, are being considered for adoption.

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[1] The *Selective List of Materials* (SLOM), published by the Modern Language Association (N. Y. 1962) under contract with the U. S. Office of Education, includes a section entitled, "Criteria for the Evaluation of Materials," from which are drawn some of the suggestions given in this discussion.

- Textual matter in Latin should be of intrinsic interest to pupils in the grades in which the textbook is to be used.
- The Latin used in the book should be authentic.
- Dialogue situations should be natural, functional, and suited to the age level and maturity of the students.
- Textbooks at all levels, including the basic textbook, should incorporate cultural content from the very beginning.
- The subject matter to be learned should be so organized that it can be fitted into the schedule of average class periods and school terms.
- The textbook should be designed for use by classes of average size in the public schools of the City of New York.
- The textbook should develop the four language skills in the recommended sequence of listening, speaking, reading, and writing.
- Grammatical structures should be presented inductively; i.e., explanations and generalizations of structure should come after pupils have encountered and learned a sufficient number of examples to be able to make their own generalizations under teacher guidance.
- Pattern drills should be varied and should include substitutions and transformations in addition to repetitions.
- Drills should be organized on the minimum increment principle; i.e., with a single emphasis on a new construction or vocabulary item before two or more items are drilled in one exercise.
- Dialogues should include statements and rejoinders as well as questions and answers.
- Structures and vocabulary should be reintroduced periodically and there should be review lessons at regular intervals to insure retention.
- Translation exercises from English into Latin should not be overloaded with lexical and syntactical problems.

Negative Criteria

The occurrence of one or two objectionable features in a textbook need not automatically result in its out-of-hand rejection. However, the frequent occurrence of several such features may be considered sufficient grounds for questioning the suitability of the textbook in which they are found.

- The method of instruction is so rigidly prescribed as to inhibit teacher initiative and creativity.

- The space taken by printed directions on how to use the book exceeds the space allotted to subject matter.
- Only one or two types of exercises occur with monotonous regularity throughout the book.
- The book contains nonfunctional exercises. Some examples of nonfunctional exercises are:

MULTIPLE STAGE. Requiring two or more operations, each of which depends on the correctness of the preceding one.

ERROR EXPOSURE. Requiring students to correct the errors in exercise sentences, thus exposing them to incorrect forms and structures.

SCRAMBLED ENGLISH. English sentences, to be translated into Latin, are artificially constructed to elucidate the structure of Latin sentences, resulting in unnatural English.

MULTIPLE INCREMENT. This type of nonfunctional exercise comprises sentences to be translated from English into Latin, each sentence consisting almost entirely of lexical, structural, or idiomatic difficulties.

Audio-Visual Resources

Classification

In the widest sense of the word, all teaching materials outside of the textbook are considered audio-visual aids. Years ago, these were rather simple and quite limited in number. Today, a vast amount of visual materials and electronic equipment is available. They may be grouped as follows:

I. Visual
  - A. Flat materials: pictures, flash cards, maps, charts, cardboard figures
  - B. Three-dimensional objects: puppets, dolls, models, coins, dioramas
  - C. Projected materials: slides, transparencies, filmstrips, films, pictures, kinescopes, videotapes.

II. Audial (including electronic equipment)
  - A. Phonographs and discs
  - B. Tape recorders and tapes
  - C. Radios
  - D. Language laboratories (fixed or mobile)

III. Audial and Visual
  - A. Sound film projectors
  - B. Television receivers

General Considerations

Visual and audial aids in the classroom are employed basically to simulate actual experiences involving the use of foreign languages. Since the entire range of illustrative materials is encompassed, it would be more accurate to call them "objective aids to learning."

Pictures are simpler to use than audial materials since they do not depend on any mechanical device. Like charts, models, and drawings, they are simply displayed, discussed, or used as a basis for drill and conversation. Although all the senses are involved in the learning process, the visual impression is probably more lasting, for most human beings seem to be visual minded. Certainly, the eye, as the most impressionable of all the senses, may be considered of primary importance in learning. However, since a good deal of communication between people is via sound, the lasting impression is not solely due to the visual nor the audial, but to the combination of both.

Visual Aids

Classroom Decoration

The classroom is to be transformed into a "cultural isle." This is achieved by extensive use of Latin and by the simulated Roman environment supplied by classroom decorations.

Classroom decorations should be bright, cheerful, and attractive. They must also have pedagogic value. In choosing display material, the teacher should ask himself the following questions:

1. Is it esthetically pleasing?
2. Is it in good taste?
3. Is it timely?
4. Is it pedagogically useful?

The kinds of materials that may be put on display in the classroom fall into various categories. They may be large or small items; they may be permanent or temporary; they may consist of pictorial or lettered material; they may be purchased or homemade. Items contributed by pupils and examples of pupils' written work and projects are especially valuable in that they arouse interest, present high standards of achievement, and promote pupil activity.

The larger displays would include pictures and posters. A map of the Roman Empire is a *sine qua non*. Other materials are Roman artifacts, lettered mottoes and proverbs, and charts. Pupils' work that is suitable for display would include maps, models, scrapbooks, coin collections, costume drawings, and compositions or poems. Neat labels in Latin will identify the displays and expose the class to new vocabulary and sentences.

Although the displays may be situated at various places in the room, current material should be concentrated on the bulletin board, of which there should be one or two in every Latin classroom. If carefully planned and managed, the bulletin board becomes an effective device for motivating, teaching, and sustaining interest.

Among the other indispensable aids for certain types of lessons are pronunciation charts, conversation pictures, and illustrated vocabulary and structural drill charts.

The Chalkboard

The simplest, most immediate, and most common visual aid is the chalkboard. Its great advantages are:

- It is always available.
- It does not get out of order.
- It is visible to the entire class.
- New material can be presented immediately.
- Written matter can be erased.
- Both teacher and pupils can use the board.

In order to use the chalkboard most effectively, the following principles should be observed:

- Avoid overcrowding.
- Maintain standards of clear, neat, and orderly writing.
- Use colored chalk to stress particular words or items.
- Give preference to the front board.
- Correct all errors.
- Erase undated and previous work.
- Identify all work with a suitable heading.
- Plan the use of the chalkboard in connection with each lesson.
- Check on legibility and visibility (illumination).

Flat Materials

A very useful device is the flash card, a sheet of oaktag or cardboard, on which appears a word, a sentence, or a simple outline drawing. The lettering should be large, neat, and clear so that it can be seen from the rear of the room. Capital letters are preferred; script should be avoided. Flash cards are especially useful for drilling or reviewing vocabulary. Any brief completion, transformation, or translation item can be put on cards. For example:

1. Verbs (completion, insertion of pronoun, translation)
2. Adjectives (completion, antonyms, synonyms, plurals)
3. Nouns (plurals, feminines, pairs)
4. Prepositions
5. Adverbs (formation, comparison)

Still Pictures

Pictures can be used very effectively for teaching the Latin language as well as Roman culture. Every foreign language department should maintain a file of suitable pictures. For their most effective use, attention must be paid to the following:

PREPARATION. The showing of the picture should be motivated. Pupils should be told what to observe and what to remember.

PRESENTATION. The teacher should point out the important details, emphasize salient points, and elicit reactions.

APPLICATION. The information obtained from the picture should be applied. If the picture is used for linguistic aims, the new words and phrases should be used in original sentences, in dictation, and in short compositions. If it is a lesson in culture, a summary of the information gained from the pictures may be written on the board and copied into notebooks, and further reading and research may be assigned.

The Opaque Projector

One of the most effective ways of using a picture is to project it, using the opaque projector. This machine will project onto a wall or screen anything printed, painted, or drawn. It can also be used to project flat objects, such as coins, pictures, and photographs. When using the opaque projector, darkening the room is essential. Some uses of the opaque projector are:

- To project reproductions of art, typical foreign scenes, landscapes, stamps, coins, photographs, maps, news clippings, and cartoons as stimuli to class discussion and/or written work
- To project a series of opaque pictures to stimulate narration and creative dialogue

The Overhead Projector

This projector is specifically designed to project large transparencies. The overhead projector can be used in any classroom, double unit, or auditorium. The teacher may write on the acetate sheet using a grease pencil (china-marking pencil) or may use prepared transparencies.

The advantages of the overhead projector are:

- It is simple to operate.
- The teacher faces the class.
- The attention of the whole class is directed to one area.
- Material can be prepared in advance, developed as the lesson progresses, then erased, or saved for future use.
- The room need not be darkened.
- Many transparencies can be prepared quickly and inexpensively.

Some uses of the overhead projector are:

- To project a simple scene and add new elements to it (The class is asked to talk or write about the scene.)
- To project a transparency of students' written work for class comment, discussion, and correction
- To project a graphic illustration to be followed by questions and answers and terminating with oral composition
- To project a series of pictures to serve as a basis for oral or written narration
- To project materials for remedial work or reinforcement of previous learnings

Slides

Slides are especially suitable for the teaching of culture. An effective and interesting procedure is to assign a pupil or a number of pupils to prepare notes for each slide. Some uses of the slide projector are:

- To project a travelogue or an art sequence
- To project slides to illustrate a recorded lecture

The Filmstrip

The filmstrip consists of a series of illustrations printed on 35mm film in black and white or color. The filmstrip may be accompanied by sound. To secure optimum use of the filmstrip, the following is suggested:

- The teacher should preview the filmstrip.
- The presentation should be motivated.
- Spontaneous reaction and response should be encouraged beyond the limits of the given captions.
- Guiding questions should be prepared in advance.
- Oral and written activities should follow the showing.

The Sound Motion Picture

The motion picture is one of the most effective of the mass media of communication for entertainment and education, for discussion and instruction. Educationally, the advantages of a sound motion picture are:

- With its rapid change and movement and its double impact of sight and sound, it holds the pupil's attention.
- Motion, sound, and color heighten reality. The motion picture can be instructive and stimulating.

- The foreign scene and the historic event are vividly and excitingly portrayed.

To secure optimum effectiveness in using motion pictures for foreign language instruction, attention should be given to the following:

1. The film must be chosen for its appropriateness to a given situation. (The teacher should be acquainted with the available films so that he can make the best choice.)
2. The best physical conditions should prevail for the showing.
3. The projector should be handled by a skilled operator.
4. The teacher should prepare the class by
   a. motivating the topic of the film
   b. pointing out what is to be looked for
   c. preparing questions to be answered by pupils
   d. planning follow-up activities and application

Television

Television can be used effectively to supplement the foreign language program. Commercial television stations and WNDT Channel 13 often present foreign language programs appropriate for their linguistic or cultural content.

The Board of Education's television channel, WNYE-TV Channel 25, offers programs to supplement foreign language instruction. Manuals, including schedules and teacher-guide materials, are available in connection with specific programs.

As with all audio-visual aids, the value of the television presentation is in proportion to the advance preparation and follow-up.

Audial Materials and Techniques

Until recently, the hearing phase of language learning was not always adequately emphasized. This was particularly true in the teaching of Latin. In addition to passive listening, which promotes some unconscious assimilation, the learner must be trained to listen critically for accurate comprehension.

Listening is a skill which can be developed by requiring the pupil to:

1. listen repeatedly to the same recorded or spoken material
2. read the accompanying text or script silently as he hears it spoken
3. repeat the identical material that he hears
4. give oral answers based on the general content of what he has heard
5. give written answers to the same

The Phonograph Record

Disc recordings may be used effectively in the following areas of foreign language teaching:

1. music appreciation
2. appreciation of vocal selections or readings
3. teaching a song
4. drilling structures or vocabulary
5. auditory comprehension exercises or tests
6. the appreciation of literary selections in the foreign language
7. the appreciation of cultural background selections

The great advantage of the phonograph record is that it can be:

1. stopped at any point for questions, comments, and discussion
2. "spotted" and repeated any number of times
3. played at any time
4. pre-heard and evaluated
5. obtained for almost any subject and in any language

The Tape Recording

The tape recording is a useful device for practice in hearing a foreign language. Its use in Latin is not as crucial as in modern languages where proper pronunciation is of prime importance. Although we can only approximate the classic or Roman pronunciation of Latin, we do know substantially the sounds of the tongue in which Cicero declaimed and Vergil sang.

The values of the pre-recorded tape are:

1. It extends the repetitive force of the teacher's voice beyond his own physical limitations.
2. A tape can be used all day; it does not tire; and it does not vary in tone and pronunciation.
3. Voices other than that of the teacher can be brought into the classroom.
4. The tape provides a permanent reference for the sounds of Latin.
5. Scansion of poetry can be taught more effectively through tape recordings made by Latinists.

The technical advantages of the tape recording are:

1. The recording may be permanent or it may be erased and the tape used again and again.
2. As a rule, a good tape recording has higher fidelity than a disc recording, and there is no record scratch.

3. Taped sequences can be catalogued and more easily identified than those on discs.

Listening to the taped recording is not enough. The important problem for the teacher is how to incorporate tape techniques into the lesson. With a little ingenuity, the teacher can add the use of the tape recorder to his customary procedures. The materials, however, should be kept in definite and sequential relationship to the regular course of study. The most practical plan is to relate the taped recording to the content of the textbook. This offers little difficulty since many textbooks are now provided with accompanying tapes.

In preparing tapes the following principles should be considered:

1. The tape should be self-contained as to directions. The pupil must be told precisely what he is to do.
2. Basic tapes should relate closely to the content of the course.
3. Special tapes may be prepared to give practice or remedial drill.
4. Playing time should be limited to about 10 minutes.

How and Where to Secure Audio-Visual Materials

The Bureau of Audio-Visual Instruction (BAVI) has the important function of securing and appraising new audio-visual materials and then preparing approved lists of 16mm sound films, filmstrips, slides, transparencies, flat pictures, recordings, and pre-recorded tapes.

Approved lists for requisitioning audio-visual materials are issued twice a year and sent to every school. The materials accepted for these lists are in consonance with the current course of study.

For further information concerning the available lists, consult the school Audio-Visual Coordinator, or write to BAVI, 131 Livingston Street, Brooklyn, N. Y. 11201.

THE BAVI FILM LOAN COLLECTION

Each year, when funds are available, a number of newly approved 16mm sound films are purchased by BAVI for the free Film Loan Collection. These films may be borrowed by school personnel. Consult the BAVI catalogue, *Instructional Films and Tapes,* for procedure in borrowing.

REQUISITION OF MATERIALS

Since filmstrips, slides, recordings, pictures, and transparencies are not available on loan from the Bureau of Audio-Visual Instruction, these aids must be purchased by individual schools. Information as to item number, vendor, cost, etc., can be found in approved lists.

The Language Laboratory

The tremendous strides made in audio-lingual instruction in recent years have led inevitably to the use of the language laboratory. Although, as has already been pointed out, the proper pronunciation of Latin is not as crucial as in modern languages, nevertheless some of the techniques employed in modern language laboratories can be usefully applied to Latin.

In elementary classes, dialogues and drills in Latin are fast becoming an integral part of the Latin program. In advanced classes the orations of Cicero are infinitely more effective when heard before they are read. Finally, in poetry classes, it is only by hearing and then reading orally the stately hexameters of Vergil and Ovid that one can really appreciate the rhythmical charm of their verse.

Laboratory Equipment and Pupils' Activities

The variety of activities which pupils may perform in a laboratory depends upon the type of equipment installed. In some laboratories a given number of pupils' stations are equipped with individual tape recorders in addition to headsets (earphone-microphone combination). Here the pupil may record himself as well as the model; he may rewind his tape and listen to it, noting to the best of his ability his errors, and then correcting them. A few laboratories are equipped entirely with this playback facility. Usually, laboratories have a limited number of this type of station.

In most laboratories, pupils' stations are equipped only with combination headsets which permit the pupil to hear a tape transmitted from the teacher's console, and to speak in imitation, but not to record, at his station. This is the case also with the "mobile" laboratories which have been introduced experimentally into several schools. However, even without individual tape recorders, pupils' speech may be recorded at the teacher's console, one pupil at a time, as the pupil works in his booth. This facility should be in use in every laboratory session.

The teacher should beware of letting any laboratory lesson consist solely of pupils' listening and repetition. Repetition may become an automatic process, and attention may wander. The pupil has no opportunity to exercise the self-critical faculty which we are seeking to develop. During each laboratory session the teacher should make a point of recording the speech or scansion of at least two or three pupils, and should have a brief lesson in which the whole class hears and can criticize the quality of speech or scansion heard during the playback.

Organization, Administration, and Scheduling

Pupils should be scheduled for the laboratory at least once but not more than twice a week. This permits a greater number of classes to use the lab than would be the case if a class were scheduled to the lab as its regular classroom. Also the type of laboratory heretofore in use, with permanently fixed, high separators between booths, is suitable only for lab work. Conventional teaching is best performed in a standard classroom.

A new development in the latest lab installations is the classroom laboratory, or electronic classroom. Here the laboratory equipment is contained in a desk which may be opened to permit use of the equipment and to provide separation between the pupils. The desk may be closed flat so that the classroom resumes its conventional appearance. When all language classrooms are so equipped, there will be no need to move classes to another room. The teacher will make his presentation and will follow it by the appropriate lesson-tape for drill. Accessibility of equipment will simplify classroom routines by making laboratory practice instantly available.

Level I

At the first level, laboratory work may be done from approximately the sixth week of the course. This time must be flexible, depending upon the type of class, the nature of the presentation, and other factors. The following kinds of tapes are suggested for Level I:

1. Recognition of sameness or difference of sounds

   Words are presented on tape in pairs, one of which may be in Latin and one in English; both may be in Latin with identical phonemes or with different phonemes. These tapes require two hearings. At the first hearing, the pupil repeats what he hears. When the tape is rewound, the pupil listens and writes for each pair the words "same" or "different," English first, then Latin; or Latin first, then English.

2. Selection of correct oral response

   A sentence is heard on tape, with three endings, one of which is correct. The pupil hears this tape twice; the first time he repeats what he hears; the second time he writes the number of the correct ending.

3. Selection of correct answer to question

   A question is asked on tape, followed by three responses, one of which is correct. Here, too, the tape should be played twice, once for the pupil to repeat what he hears, the second time for him to write the number of the correct response.

4. Picture-description test[1]

   A clear, line-drawing type of picture is flashed on a screen by means of an overhead projector. Parts of the picture are numbered. The tape describes parts of the picture. Pupils write the number of the part described by the tape.

It is to be noted that the four kinds of taped exercises described up to this point require no reading or writing in Latin but only auditory comprehension demonstrated by the writing of numbers or letters or a few English words, e.g., "same" or "different." At the first level, the vocabulary and structures used on the tapes should be closely related, if not identical, to what is taken up in class.

Other types of tapes to be used after the midpoint of Level I are:

1. Direct spoken imitation of the taped model of words, phrases, and sentences

   In building up the amount of material to be repeated, the single words and phrases are, after repetition, incorporated in sentences, with an upper limit of approximately ten syllables. Taped material must be lively in content and should avoid dull or stilted expressions.

2. Repetition and manipulation of patterns taken up in class

   Manipulation or variations may include recasting the sentence by making an indicated basic change; e.g., restating in the negative, formulating questions from the material, stating the sentence in a different tense, etc. In all tapes the correct form in the model speech is supplied after the pupil has spoken any sentence other than a direct imitation.

Level II

Some of the lesson tapes of Level I may be repeated for review. Others of the same type may be prepared, using vocabulary and grammatical structures prescribed for Level II in this curriculum bulletin.

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[1] Adapted from material prepared for the *Language Laboratory Research Study*. New York State Department of Education, 1959-1963.

Additional kinds of tapes appearing in Level II for the first time are the following:

1. Tapes to accompany the basic reader

   These tapes contain readings of the text, or of parts of the text. The pupil listens and reads silently. Frequently, the proper phrasing of words helps the pupil understand the meaning and overcomes the tendency to read word by word. If the text is read in a pleasant voice with good intonation, the reading becomes a pleasant esthetic experience. Portions of the text are reread on the tape, with spaces provided for the pupil's repetition. Suitable exercises may appear on the tape as well. The teacher may wish to have the pupils hear and read the entire text. While this is desirable, time limitations may prevent such treatment, in which case the teacher will select chapters for the pupils to read at home.

2. Dictation tapes

   The language laboratory can be used for writing practice in the form of dictation. A sentence is read on tape, and several words extracted from it are repeated. The pupil writes these words. The words selected incorporate the problem to be practiced.

3. Auditory comprehension passages with pretest questions and multiple-choice responses

   Passages selected or constructed to include the vocabulary and structure patterns prescribed for Level II form a good preparation for this type of work, which is generally used in Level III.

Level III

The same type of laboratory work conducted in Level II is continued in Level III. In Cicero classes, students can be stirred listening to a rendition on tape or record of an oration delivered with oratorical fervor and eloquence by a modern classicist.

Other uses of the language laboratory in Level III are:

1. To facilitate review of Levels I and II materials
2. To permit students to make up work and to progress at their individual rate of learning by use of multiple channels
3. To improve reading skills by using lesson tapes based on reading texts

Reading Lessons in the Language Laboratory

While the teacher and the student look to the language laboratory primarily for its effects on listening comprehension and speaking skills, the laboratory also serves a useful purpose in connection with the reading lesson. The lesson tape based on the reading text serves the following purposes:

1. It provides multiple sense appeal, which is superior to learning by one sense alone. The visual stimulus of the printed material is reinforced by the auditory stimulus of the same material spoken on the tape.
2. With adequate preparation, and by listening as he reads, the student is led to develop the habit of reading ahead. He cannot dawdle, nor can he change the reading experience into a word-by-word deciphering of the text.
3. The tape assists comprehension of printed material by providing an intelligently spoken model, with words spoken according to sense groups. Such speaking often provides the clue to meaning, which might otherwise escape the student.
4. It provides an experience in literary appreciation when read by a classicist with good voice quality, expressive speech, and awareness of the imagination-stirring quality of the text.

Content and Form of the Reading Lesson Tape

The reading lesson tape is directly related to the text read by the class. The lesson tape deals with a selected portion of the text, perhaps a chapter or a part of a chapter, stopping at a logical point. The story value, or the idea value, should be maintained.

The lesson tape may begin with an introductory statement designed to orient the listener-reader to the content of what will follow, or it may begin with the presentation of the text, with advance explanation and repetition of new or difficult words and phrases.

The passage should consist of approximately two minutes of consecutive reading.

The student is directed to the page and line where the reading will begin and is told to follow along in the textbook as he listens.

After the first reading, a part of the text is reread in word groups, spaced according to the sense. There generally follows an exercise in word study and usage. Important and useful words are selected from the text. These words are spoken twice in Latin and once in English, and then are presented in a brief, usable sentence. The students repeat the word in Latin only, and then the sentence containing the word. As a variation, students are sometimes directed to write the word in Latin.

Other exercises require sentences to be restated with antonyms or synonyms of the words being studied; true or false sentences to be repeated if true, corrected if false. Questions based on the text are so structured that the responses are easily supplied by the student.

It is standard procedure in preparing tapes that, for any exercise requiring a response other than direct imitation of a model, the tape provides the correct answer immediately after the student has given his response. This reinforces the student's response if it was correct or provides correction if it was erroneous. An important feature in the learning experience is the presentation of the correct form immediately after the student has constructed a response. The student knows immediately whether his answer has been right or wrong, and errors have less chance to persist.

Level IV

In Level IV, which is generally a course in Latin poetry, ample use can be made of the language laboratory. For proper appreciation and interpretation, poetry should be read aloud. Oral scansion, an important phase in Latin poetry, must precede written scansion, and the language laboratory is an ideal place for a student to improve his ability in this area.

Suggested Time Schedule

It is recommended that the fourth-level Latin program provide at least one period a week in the laboratory. In addition, to the extent that equipment is available, fourth-level students should have access to the laboratory as they do to the library, for independent study of taped materials.

Where recording-playback facilities are used, a full period is not too long for listening, recording, playback, and correction. Half periods may be a preferable time span for listening and speaking without recording; however, every laboratory lesson ought to provide some speaking experience for the students.

Types of Lessons

SCANSION

The ear needs training in recognizing the quantitative nature of Latin poetry, as opposed to the accentual in English. By imitating a model on tape, a student can gain facility in scanning Latin verses. A student's own recording and playback can furnish him with a means of checking his accuracy and improvement.

TAPES TO ACCOMPANY LITERARY WORKS

Reading material becomes more comprehensible if a student can hear the material read aloud as he reads the text. The auditory and visual appeals reinforce each other. The intelligent grouping of words may clarify the meaning. The student may find it a valuable esthetic experience to hear a literary work read aloud, pleasantly and expressively. The reading should be recorded by a classicist with a pleasant, lively quality of voice. The principal activity is consecutive reading. Then, a small section of the text is read, with pauses for imitation. The students are encouraged to make the reading as expressive as that of the model.

MEMORIZATION OF POETRY

Line-by-line imitation of a poem read by a classicist will prove to be an easy and enjoyable way to memorize a poem. The student acquires good pronunciation and rhythm most easily in this way. Preparatory work, such as vocabulary study or clarification of difficult structures, should be given in class.

Part Three

TESTING AND EVALUATION

Testing

No course of study is complete without an adequate testing program. Whether the test be a short quiz or a comprehensive examination, it should have a distinct purpose, related to teaching practices.

Principal Purposes of Testing

- Evaluation (to measure achievement)
- Diagnosis (to detect basic difficulties)
- Motivation (to elicit increased effort)
- Instruction (to review for better retention)

Characteristics of a Good Test

A good test in Latin should:

1. stress the functional aspect of the language
2. contain a variety and a fair sampling of questions
3. give proper weighting to questions
4. provide instructions that are clear to the student
5. allow sufficient time for completion
6. be easy to administer and to mark

Specimen Questions

Comprehension

Read the following passage, but do *not* write a translation. Below the passage are ten questions or incomplete statements, each of which is followed by four suggested answers. Select the answer that best completes each on the basis of the information given in the passage.

Erant in equitibus Caesaris duo fratres quorum auxilio Caesar omnibus Gallicis bellis usus erat. Eis Caesar multos honores et multa praemia dederat.

Caesar hos duos fratres laudavit quod

(1) duo fortes pedites erant.
(2) Caesari tantum subsidium dederant.
(3) erant Romani.
(4) erant duces Gallici.

Grammatical Structures

COMPLETION TYPE

Write the number of the word or expression which, when inserted in the blank, makes the sentence grammatically correct.

Non dubitamus - - -

(1) ut veniat
(2) quin venisset
(3) quin veniat
(4) ne veniret

PATTERN CHANGE

Rewrite the sentence below, following the direction in parentheses and making all necessary changes.

Convoca senatum, consul. (change to the negative)

Derivation

Read the sentence below and write a Latin word with which the italicized word is associated by derivation. Then check the number preceding the word or expression that best expresses the meaning of the italicized word.

They refused to *protract* the conference.

(1) postpone
(2) lengthen
(3) interrupt
(4) advertise

Culture

Read the incomplete statement below. Check the number of the word or expression that best completes it.

The first speech against Catiline was delivered in the temple of

(1) Saturn
(2) Jupiter Stator
(3) Concord
(4) Vesta

New York State Regents Examination

The New York State Regents Examination is given at present only at the end of Level II and is called *Latin Two Years.*

In addition to the usual questions on translation, comprehension, grammatical structures, derivation, and culture, the Regents Board has recently introduced a new type of translation question. A Latin passage is given, with twenty expressions underlined. Below the passage are listed the twenty underlined expressions, each followed by four translations, only one of which is correct. The student is asked to select the correct answer.

A specimen of this type of question follows.

Caesar eas cohortes quas supra nominavimus cum exercitu suo coniunxit. Tum primis diebus castra magnis operibus munire et ex finitimis oppidis frumentum comportare reliquasque copias exspectare instituit. His tribus diebus, legio octava ad eum venit et cohortes ex novis delectibus Gallicis equitesque ab rege Norico. Adventu eorum ad alteram partem oppidi altera castra ponit; his castris Curionem praefecit. Reliquis diebus oppidum vallo fossaque circumvenire paravit. Cuius laboris maxima parte confecta, eodem paene tempore legati, qui ad Pompeium missi erant, ad oppidum revertunt.

Litteris lectis, Domitius in concilio nuntiat Pompeium celeriter subsidio venturum esse hortaturque eos ut virtutem habeant et omnia quae ad defendendum oppidum necessaria sint parent. Ipse solus cum paucis amicis suis colloquitur consiliumque fugae capere constituit.

delectibus—from delectus, levy, conscription, draft

1. Caesar eas cohortes quas supra nominavimus cum exercitu suo coniunxit
   a. Caesar defeated with his army those cohorts which we mentioned above.
   b. Caesar hastened with his army to those cohorts which we mentioned above.
   c. Caesar joined with his own forces those cohorts which we mentioned above.
   d. Those cohorts which we mentioned above were separated from Caesar's forces.
2. primis diebus
   a. on the first day
   b. during the first days
   c. for one day
   d. within one day

College Entrance Board Examination

The following statement concerning the College Entrance Board Examination in Latin is excerpted from the Board's descriptive booklet.[1] The statement is followed by some typical questions.

"Recognizing the great variation in the amount and kind of training found in a nationwide group of candidates, the committee of examiners in Latin strives to construct tests that will be as fair as possible for all candidates. The Latin Test contains approximately 70 questions based on Latin passages of varying difficulty. It includes some passages easy enough to be interpreted correctly by most second-year students, one or two aimed at the average third-year student or the better second-year student, and one or two difficult enough to challenge the superior fourth-year student."

The Latin Test generally contains several Latin passages which together total about 350 words. Approximately half of the Latin is easy prose, taken from Caesar or an author of comparable style and difficulty. About one-quarter is prose from Cicero or a comparable author, and one-quarter is poetry from Vergil or a comparable author. The committee tries to select passages that the candidate will not have seen.

Questions based on the passages are designed to test the candidate's ability to understand and translate Latin. Reading comprehension questions test the ability to extract information and to understand the total meaning of a passage or a point of detail. Other questions test knowledge of the grammar and vocabulary of a passage. Occasionally there are questions on the derivation of English words from Latin words in a passage. The latter part of the test includes one or two questions on scansion and rhetorical figures. In addition to questions relating to Latin passages, the test may contain some vocabulary questions like the first two below.

VOCABULARY QUESTIONS

1. *audeo*

    (A) listen
    (B) increase
    (C) depart
    (D) dare

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[1] *A Description of the College Board Achievement Tests.* (New York: College Entrance Examination Board, 1966).

2. *delictum*
   - (A) fault
   - (B) choice
   - (C) remainder
   - (D) delight

READING COMPREHENSION QUESTIONS

On receipt of certain information, Sulla takes action against the enemy.

> Interim certior factus P. Sulla, quem discedens castris praefecerat Caesar, auxilio cohorti venit cum legionibus duabus; cuius adventu facile sunt repulsi Pompeiani. Neque vero conspectum aut impetum nostrorum tulerunt, primisque deiectis reliqui se verterunt et loco cesserunt. Sed insequentes nostros, ne longius prosequerentur, Sulla revocavit. At plerique existimant, si acrius insequi voluisset, bellum eo die potuisse finiri. Cuius consilium reprehendendum non videtur. Aliae enim sunt legati partes atque imperatoris: alter omnia agere ad praescriptum, alter libere ad summam rerum consulere debet.

auxilio cohorti (line 2) is best translated
   - (A) after helping the cohort
   - (B) to help the cohort
   - (C) with the help of the cohort
   - (D) by encouraging the auxiliaries

cuius (line 2) refers to
   - (A) Sulla
   - (B) Caesar
   - (C) Pompey
   - (D) *cohorti* (line 2)

The complete booklet, ***A Description of the College Board Achievement Tests,*** may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

Evaluation

The following outline of the characteristics of an effective Latin program is intended to be of help to teachers, department chairmen, coordinators, and principals concerned with foreign language instruction. The general and specific aims of Latin instruction are given in detail at the beginning of this curriculum bulletin and at the beginning of each level. Matching these aims against the practices listed here and against the results of instruction should enable teachers and supervisors to assess the effectiveness of the overall Latin program.

Teaching Conditions

THE CLASSROOM

The classroom appears to be a "cultural island" with appropriate exhibits, posters, pictures, photographs, proverbs, and maps illustrating various aspects of Latin and the culture of ancient Rome.

There are many chalkboards available on the walls of the classroom (including the rear wall).

All exercises written on the chalkboards have brief headings in Latin, such as *mihi nomen est* . . .

There is a class bulletin board for the display of news items and pictures concerning Latin from newspapers and magazines.

The Latin classroom is equipped with a tape recorder, a phonograph, and a combination slide and filmstrip projector.

The room is equipped with dark shades and a motion picture screen.

Latin dictionaries, periodicals, and reference books are available to all students.

THE TEACHER'S PROGRAM

The teacher is given no more than two preparations daily, when possible.

The teacher teaches no more than three classes consecutively.

The teacher meets all his classes in the same room, if at all possible.

Only specially qualified teachers are given difficult assignments.

OPPORTUNITIES FOR TEACHER AND STUDENT GROWTH

Experimental programs and demonstrations of new teaching techniques are encouraged.

Arrangements are made for interschool visits and teacher exchanges.

Foreign travel for foreign language teachers is encouraged.

Provision is made for teachers to attend professional meetings.

Teachers are given time to prepare suitable classroom and laboratory materials for their students.

Teachers are encouraged to participate in study groups and workshops.

Outstanding achievement in Latin by students is recognized with awards comparable to honors in other subject areas.

Organization

RECRUITMENT

All teachers of Latin classes hold a license in the subject.

Latin instruction is available to all students who can profit from such instruction.

Students who find that they are unable to continue to study Latin with profit are permitted to withdraw.

Guidance counselors are well informed on the subject of the foreign language program.

Students begin only one foreign language at a time.

CURRICULUM

Courses aim at a six year sequence on the secondary school level and a three year sequence on the elementary school level.

In planning students' programs, attention is given to the avoidance of long gaps between the end of foreign language study in high school and the beginning of foreign language study in college.

The school's course of study does not slavishly follow a commercially prepared text when such text deviates from the requirements of the New York City foreign language program.

A continuous and sequential program is provided.

There is satisfactory articulation both downward and upward.

There is adequate provision for the use of audio-visual aids.

Special classes are programmed to meet the needs of advanced and academically talented students.

Teachers are provided with definite departmental courses of study and units of work.

The Teacher

Can read with good pronunciation and understanding the major works in classical Latin.

Plans every lesson very carefully and keeps written lesson plans.

Presents a good example to the class: good grooming, dignity, posture, and bearing.

Has a stimulating and animated personality.

Is respected by the students and is in complete control of the classroom situation.

Is friendly, cheerful, courteous, and helpful.

Carefully explains what is required of students and insists that they meet the standards set.

Is able to adapt the textbook used in accordance with the requirements of this curriculum bulletin.

Is patient, generous, and fair; possesses a good sense of humor without descending to undue familiarity.

Speaks English clearly and correctly.

Has a pleasant voice of sufficient volume to be heard anywhere in the classroom.

Welcomes visitors to the classroom and is receptive to constructive supervision and criticism.

The Students

Are interested and attentive throughout the class period.

Participate in the lesson spontaneously.

Are courteous and helpful toward the teacher and fellow students.

Stand at their seats when reciting.

Recite in a clear and audible voice.

Speak English correctly.

Sit or stand correctly.

Are neat in all their written work.

Correct each other's work constructively and spontaneously.

The Quality of Instruction

Lessons are well planned and timed so that they are taught within the class period without undue haste.

New structures are presented and drilled by means of pattern practice.

Both analogy and analysis are used as devices in teaching grammatical structures.

Instruction aims at developing the ability of direct auditory and reading comprehension, as well as translation into English.

Various visual aids are used to teach and drill vocabulary and to promote some conversation in Latin.

The cultural aspect of the study of Latin is integrated with the linguistic aspect.

First choral and then individual responses are elicited.

At the beginning reading is taught as a natural outgrowth of audio-lingual experiences.

A variety of drills and activities is used in a single period.

Drill exercises are well graded and progressive in difficulty.

Homework assignments are clear and meaningful and provide for individual differences.

Writing skills are taught through copying, dictation, completion exercises, and written answers to questions.

Instruction is maintained at a lively pace.

In the elementary phases of the program, dialogues and mimicry-memorization techniques are recommended.

Adequate provision is made for the review of learned material at appropriate intervals.

Language skills are regularly and appropriately evaluated.

3

Comprehension is always checked in student responses.

Adequate provision is made regularly for remedial instruction.

Every lesson is properly motivated.

The distribution of books and materials, the collection of homework, and other housekeeping chores are well routinized.

While some students are writing on the chalkboards, other activities are carried on by students at their seats.

Questions are clearly formulated; they are put to the entire class, time is allowed for thinking, and individuals are then called upon by name.

Questions are well distributed so that all students have an opportunity to recite.

Before the close of the class period, the main points of the lesson are summarized briefly.

The teacher does not cling closely to the textbook, but often makes use of lively, well prepared exercises of his own invention.

Part Four

EXPANDING HORIZONS IN FOREIGN LANGUAGES

The Advanced Placement Program

In keeping with the national interest in strengthening all areas of American education, and in the interest of the individual gifted pupil, the Advanced Placement Program is offered in foreign languages to stimulate selected pupils and teachers to higher achievement.

This program may be elected in the senior year by specially gifted pupils in foreign language who have completed Level III of the four year sequence or Level IV of the six year sequence.

Advanced Placement Programs will be offered in those schools in which a sufficient number of gifted and ambitious pupils warrant such special provision. The students concerned are given an opportunity to do college level work and to take the Advanced Placement Examinations. Passing of these examinations may enable these students to receive college credit or be placed in advanced courses in college, or both.

Selection of students for the college level course is based on a number of criteria: the student's proficiency in Latin, his native ability, his general scholastic achievement, recommendations of his teacher and guidance counselor regarding the student's maturity, his emotional balance and health, and the parents' consent. An important factor is the student's eagerness to take the course, not so much for the credit, but to be able to do work on a high level. The selection of the teacher should be governed by his interest in the program, his readiness to work on a college level, and his professional background. Moreover, he should have a broad knowledge of Latin culture and literature, and possess the ability to present and interpret Latin literature on a college level.

With respect to content in the Advanced Placement Program, more difficult and mature materials will be chosen and there will be greater study in depth. The method in the Advanced Placement Program will be predicated upon more frequent and more extensive lecturing, class discussions to elicit penetrating analysis and to stimulate interpretation, and a greater amount of independent work by the pupils. A higher quality of performance will be expected of the Advanced Placement student.

The two basic objectives of the course are an increased competence in reading Latin and a knowledge of literature and the culture of ancient Rome.

Schools contemplating the establishment of Advanced Placement courses should consult the bulletins listed below which give detailed information regarding administration of the course, selection of pupils, qualifications of teachers, description of course content, examinations, credits, useful reference lists for teachers and pupils, and other helpful suggestions designed to afford an enriched experience and a high level of achievement for gifted and able students.

1. *Advanced Placement Program: 1966-68 Course Descriptions.* Copies of this booklet may be ordered from the College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. Price $1.50
2. *Advanced Placement Program in Latin.* New York State Education Department. Bureau of Secondary Curriculum Development, Albany, New York.

Team Teaching

Team teaching is a type of staff collaboration in which two or more teachers are teamed for some aspects of the instructional program. The teachers are jointly responsible for the instruction of all children in their respective classes in whatever curriculum content is selected for team teaching. Each teacher is also responsible for his own class. Team teaching provides a means of pooling the talents of teachers in planning and carrying out learning experiences. It also gives the pupils a periodic change of pace and exposes them to different teacher personalities.

Team teaching is characterized by large- and small-group instruction. For example, one teacher may take two classes for a lecture, demonstration, film or trip, while the other spends the time tutoring a small group. Large- and small-group instruction also provides time for the relieved teacher or teachers to plan lessons, prepare teaching materials, arrange special programs, etc.

Experience has demonstrated that certain pre-conditions must be met before team teaching can be fully successful:

- The programming of two or more classes which will be parallel in time, language, and grade.
- The assignment to these classes of teachers who have varied abilities and who possess qualities of personality and temperament that make for effective teamwork.
- The provision of rooms or halls big enough to seat two or more normal-sized classes as a group.
- The drawing up of lesson plans, teacher-class charts, and time schedules for an entire unit of team teaching.
- The design and construction of suitable tests and other instruments for evaluating the team teaching program.

Assuming that these conditions exist, how can we profitably engage in team teaching in the field of foreign languages? A team of two or more teachers (with varying leadership according to the topic of the lesson and teacher talent) can prepare thoroughly for lectures which may include the use of the opaque projector and pictures, the overhead projector and transparencies, taped material and tape recorders, phonographs and discs, or the sound projector and films.

Team teaching will permit the careful preparation of lecture-scripts in teaching the culture and civilization of ancient Rome.

Team teaching would also enable the members of the team to prepare well-graded pattern drills, scripts, and tapes for language laboratory use, duplicated exercises, review materials and tests, as well as visual material for display or projection on a screen.

Through large-group teaching, the teacher who is most expert in the demonstration and explanation of structures can take over two or more classes so that eventually all students in a given grade of a language can profit from superior teaching. The other teachers will also profit through the preparation and observation of such lessons.

Some aspects of language learning, such as the development of good pronunciation and reading and writing ability, do not lend themselves as well to team teaching except as they may be taught in small groups by teachers relieved as the result of large-group formations. This is generally true of those aspects of language learning in which intensive individual performance and correction are necessary. However, team teaching can be used profitably in a program of foreign language instruction if there is resourceful programming of teachers and students, and if the aforementioned pre-conditions are met.

Programmed Instruction

Programmed instruction is based on a carefully integrated psychological rationale. There are three essential features which must be present in a course to make it authentic programmed instruction:

1. Programmed instruction must be based upon an adequately detailed specification of the "terminal behavior" (that is, new skills, knowledge, or response tendencies) which the programmer desires to produce.
2. The material of instruction must be organized and presented in a carefully designed sequence of steps so that each step is made easier by virtue of the material learned in previous steps.
3. The student must have an opportunity to test his mastery of each critical step as he proceeds through the program; that is, the program must be so constructed that correct responses are promptly confirmed and the student is led to understand and correct wrong responses.

In the conventional classroom, the teacher cannot effectively employ the three essentials of programmed instruction. As a result, special devices have been introduced to present the programmed material to the learner: teaching machines, self-tutoring courses, programmed textbooks, etc. These devices in themselves are of minor importance. The effectiveness of programmed instruction will depend almost entirely on the teaching materials.

In its construction and application, a programmed course has the following features:

1. The material is graded into small, easy steps that can be taken by the student one at a time with a minimum of error.
2. The program requires the student to be active by responding to every new item.
3. The program is to be used by each student individually.
4. Programmed learning provides for immediate reinforcement by supplying the correct answer after each response.
5. In programmed learning there is the merging of teaching and testing into one single process.

In addition, since some audio-lingual practice is now a recognized technique in Latin teaching, it would appear that no programmed course in Latin can claim to be completely effective unless it makes some provision for auditory practice (through tapes) and for oral student responses (through an audio-active microphone).

Programmed instruction in Latin is at present at a preliminary stage. Teaching materials are lacking and controlled experimentation is still to be conducted. The Center for Applied Linguistics in Washington, D. C., through its Clearinghouse for Self-Instructional Language Materials, publishes brief descriptive information sheets on foreign language programmed instruction. At this time, there is no programmed material in classical Latin that is suitable for use in the New York City schools.

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